THE

BOSTON ACADEMY'S COLLECTION OF CHURCH MUSIC:

CONSISTING OF THE MOST POPULAR

PSALM AND HYMN TUNES, ANTHEMS, SENTENCES, CHANTS, & Old and New:

TOGETHER WITH MANY BEAUTIFUL PIECES, TUNES AND ANTHONS, SELECTED FROM THE MASSES AND OTHER WORKS OF

Haydn, Mozart, Beethoven, Pergolesi, Righini, Cherubini, Romberg, Winter, Weber, Nägeli, Kübler, and other distinguished composers, arranged and adapted to

English words expressly for this work:

INCLUDING, ALSO, ORIGINAL COMPOSITIONS BY GERMAN, ENGLISH AND AMERICAN AUTHORS.

PUBLISHED UNDER THE DIRECTION OF THE BOSTON ACADEMY OF MUSIC.

Boston:

PUBLISHED BY J. H. WILKINS & R. B. CARTER.

NEW YORK:-F J. HUNTINGTON & CO., ROBINSON, PRATT, & CO., AND COLLINS, KEESE, & CO. PHILADELPHIA:-THOMAS, COWPERTHWAIT, & CO., AND HENRY PERKINS.

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EIGHTH EDITION.

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.No. 16, WATER STREET.

1841.



Entered according to Act of Congress, in the year 1836, by Julius A. Palmer, Treasurer of the

Boston Academy of Music, in the Clerk's Office of the District Court of Massachusette.

ADVERTISEMENT.

The BOSTON ACADEMY'S COLLECTION is published in conformity with one of the principa' designs of the Institution, viz: to aid in the cultivation and advancement of Church Music.

It may be proper here to state that in the preparation of this work, no labor or expense has been spared to render it correct, and to enrich it with new and valuable music, while most of those approved tunes which have long been in general use, and which are associated with our most hallowed feelings the editors have been tenacious to retain. Numerous foreign publications have been obtained, particularly from the German schools, from which, selections and adaptations have been made. To modify and suit these to the style and measure of psalmody in this country, has cost an amount of time and labor which can scarcely be estimated by those unacquainted with the task. By an extensive correspondence, a number of original tunes have been procured, written by eminent foreign composers; also several valuable pieces from the pens of our own countrymen, in addition to those furnished by the Professors of the Academy. The work is particularly rich in set pieces, anthems, &c., which are numerous and suitable for singing societies and concerts, as well as for the various services of the church.

The Rudiments or Instructions in Singing, prefixed to the work, have been prepared on the Pestalozzian,—or, as it may properly be termed, "Nature's own system,"—by Mr. L. Mason, being principally an abstract of the author's "Manual of Iustruction," and which exhibits in a simple and clear manner, the very successful mode of instruction adopted in the schools of the Academy.

The Boston Academy of Music was established in January, 1833, and incorporated in March of the same year. The following is a list of the officers at the present time:

SAMUEL A. ELIOT, PRESIDENT.
MOSES GRANT, VICE PRESIDENT.
GEORGE WILLIAM GORDON, RECORDING SECRETARY.
WILLIAM C. WOODBRIDGE, CORRESPONDING SECRETARY.
JULIUS A. PALMER, TREASURER.

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BELA HUNTING, G
DANIEL NOYES, B
WILLIAM W. STONE, G
I. S. WITHINGTON, G

THEOPHILUS PARSONS, GEORGE H. SNELLING, BENJAMIN PERKINS, GEORGE E. HEAD, GEORGE W. CROCKETT.

PROFESSORS.

LOWELL MASON, GEORGE JAMES WEBB. The contents of the following work may be conveniently classed as follows, namely:

First Class. Gregorian Chants, arranged as meltical times. The Gregorian Chant is the most ancient church music extant, and can be traced hack with certainty to the time of Gregory, or even of Ambrosc, in the fourth century. There is a beautiful simplicity in these chants, which renders their performance peculiarly appropriate to religious purposes. Indeed, their devotional clast cannot be exceeded, and is but seldom equalled. It gives great additional interest to the performance of these times, to know that they are derived from the songs of the earliest Christian worshippers, and, it may be, from the very times sung by Paul and Silas in prison, or at the institution of the Lord's supper. Hamburg*, p. 75, Patmos, p. 88, Lathrop, p. 135, Calmar, p. 139, and Nashville, p. 157, are of this class.

SECONO CLASS. The old metrical psalin and hymn tunes; among which are the following: Old Hundred, p. 75, London, p. 94, Dundee, p. 94, Burford, p. 107, Martyr's, p. 110, Elgin, p. 118, York, p. 119, St. Ann's, p. 124, and others. Some of these tunes may be traced back to the time of the reformation, and were among the first metrical tanes introduced into the church. They have been used for ages, and it is to be hoped that they may long continue to animate the devotions of Christians. This class of tunes will be found well adapted to be sung by the whole congregation. They were originally intended for this purpose, and for a long time were used in no other way; indeed the full effect of them cannot be produced by a choir of fifty or sixty performers. It depends on power, and such a degree of power is necessary as can be obtained only by the union of hundreds of voices, or of voices and instruments united.

There Class. Tunes in a chanting style, many of which are derived from the compositions of the most celebrated masters of the old English school, as Morley, Tallis, Purce II, and others. The following are among the tunes of this class: Sunbury, p. 153, Tallis, p. 123, Eastport, p. 39, Appleton, p. 140, and others. These pieces (originally chaats) are in general destitute of a flowing melody, and for this reason are well ndapted to psalms and hymns consisting in narration, or such as are of a didactic character. They may also often be applied to words more strictly lyrical or devotional, but which require a chastened and subdued style of performance. The tunes of this class, although mostly derived from the works of old composers, are comparatively new in metrical psalmody. They afford a very pleasing variety, and are often quite apprepriate and useful in public worship.

FOURTH CLASS. The most popular modern tunes, or such as have been composed since about the middle of the eighteenth century. This class includes the great body of English and American psalm and hymn tunes, as Dover, p. 154, Silver Street, p. 150, Shirland, p. 143, St. Thomas, p. 139, Dedham, p. 129, Howard, p. 122, St. John's, p. 96, Duke Street and Rothwell, p. 63, and many others. This is the class of tunes now most generally known, and in the present state of the art, most useful. In dignity and majesty of style, they fall far short of either

of the previous classes, but are hetter adapted to the capacity of common enoirs.

FIFTH CLASS. Extracts from the works of the most celebrated German composers, as Haydn, Mozart, Beethoven, and others. These authors never wrote psalm and hymn tunes.—Those times that are ascribed to them have been selected from their various works, vocal and instrumental, and arranged in their present form by other persons. In many instances, only the principal ideas contained in the tune have been thus selected from the author to whom it is ascribed. In such cases, more or less has been supplied by the arranged from Mozart," &c. Many distinguished English composers have in this way become compilers, and have by their labors greatly extended the boundaries of psalmody, and added much to the richness and variety of style of sacred mysic. Among these, are Gardiner, Taylor, Webbe and others. Tunes of this class were first introduced into this country in the Handel and Haydn Collection; they have since been republished in many books of church music. This work will be found to contain many tunes belonging to this class arranged expressly for it, and never before published. These melodies are often delicate, chaste, and beautiful in the highest degree; but as they require a finished and tasteful style of performance, they cannot be very extensively used as common church tunes. See Bowen and Scasons, p. 47, Germany, p. 68, Malatha and Dallas, p. 194, Cora, p. 197, Anfield, p. 193, Rutland, p. 201, Danc, p. 207, Zerah, p. 54, Salsbury, p. 164, Eryth, p. 205, Arcot, p. 278, and others.

Sixth Class. New tunes, composed by German, English, and American authors, many of which have been procured expressly for this work, and are now for the first time published. Of these, there are one hundred or more, amongst which are the following, viz: Bathurst, p. 57, Ramoth, p. 59, Euphrates, p. 61, Euphrates, p. 66, Helam, p. 71, Jubal, p. 82, Ziph, p. 89, Laban, p. 95, Heath, p. 97, Melton, p. 99, Hazor, p. 101, Habor, p. 103, Winnissimet, p. 103, Cyprus, p. 53, Judah, p. 122, Beza, p. 183, Claremont, p. 190, Asbury, p. 137, Seir and Gerah, p. 155, Reed and Matheson, p. 192, Broomfield, p. 240. To this class, which will be found to embrace a very great variety in style, also, being most of those tunes ascribed to Nageli, Kuhker. Laur, and Hiller. No one man is modern times, has done more, perhaps, to promote the cause of musical education and church music, than H. G. Nageli, to which great object he has been almost entirely devoted for many years. His psalm and hymn tunes are in a style both simple and novel; easy of performance, and yet often highly pleasing and effective.

The grateful acknowledgements of the Boston Academy of Music are due to those gentlemen, both European and American, who have furnished music for this work. Many original tunes were received, which, for want of room, it was impossible to insert. These may appear at some future time. In some cases, the names of the authors have been given with original

aal tunes, but have often, at their own request, been withheld.

It is thought proper to say a few words in relation to those tunes whose rhymthmical construction is after the manner of Hehron, Downs, and Olmutz. These are usually designed to move in a smooth, gentle, and gliding style; Sostenuto, Legato; they should be sung slowly, cach measure taking about as much time as it will take to describe the three beats, by repeating, incherately, the words, "Downward beat, Hither heat, Upward beat." These tunes, from their regular rhymthmical construction, may be made to conform to psalms and hymns, essentially differing in their character, or expressive of very different emotions. They are easy of performance, and are equally napted to the church, the social circle, or the family.

Antifesis and set pieces. The variety in this department will be found to be very great, embracing much that is entirely new, selected from the highest scurce of musical excel-

lence. Such are all those pieces adapted from the Masses of Haydn, Mozart, and other celebrated composers.

INTRODUCTORY RULES. These have been prepared with great care, according to the Pestalozzian system of instruction, and are the result of much experience. The advantage of this system are so great that it only requires to be known, to be universally adopted. It requires, however, to be studied by the teacher, until he becomes familiar with the leading principles of which it always proceeds. The elementary principles of music presented in this way, afford a pleasing, useful, and intellectual study, as well to the teacher as to the scholar; they must be understood, and not merely committed to memory. It has been supposed by some, that the principal difference between the Pestalozzian and the old method of instruction, coa sists in the use of the Black Board. This is by no means true. It is believed that on either method the Black Board may be of essential service, but it is not supposed to be any more necessary to the Pestalozzian than to the old system of teaching. The true ground of the distinction between the two, hes not in the use of the Black Board, but in the admirable analysis of the elementary principles of music furnished by the Pestalozzian method, and in the practical mode of presenting these principles to the mind of the pupil.

ELEMENTS OF VOCAL MUSIC.

CHAPTER I.

GENERAL DIVISION.

- § 1. There are three distinctions made in musical sounds; or musical sounds differ from one another in three respects, viz:
 - 2. (1) They may be long or short,
 (2) They may be high or low,
 (3) They may be soft or loud.

§ 3. From the fact that these three distinctions exist in the nature of n usical sounds, arises the necessity of three principal divisions of the subject, or of three different departments, one department being founded on each of the above distinctions.

§ 4. (1) That department which is founded on the first distinction is called RHYTHM, and relates to the *length* of sounds.

(2) That department which is founded on the second distinction

is called Melody, and relates to the pitch of sounds.

(3) That department which is founded on the third distinction is called DYNAMICS, and relates to the *strength* or *force* of sounds.

§ 5. General view.

Distinctions.	Departments.	Subjects.
Long or Short.	Внутим.	LENGTH.
High or Low.	MELODY.	Рітсп.
SOFT or Loud.	DYNAMICS.	STRENGTH OF FORCE

♦ 6. Each of these departments requires particular exercises, and should be pursued separately, until one department can no longer dispense with the others.

The following, and similar questions are to be asked by the teacher and answered

simultaneously by the whole school.

QUESTIONS.

How many distinctions are there in musical sounds? What is the first distinction? Second? Third?

How many separate departments are there in the elementary principles of music?

What is the first department called? Second? Third? On what distinction in the nature of musical sounds is Rhythm founded? Melody? Dynamics?

To what in the nature of musical sounds does Rhythm relate? Melody? Dynamics?

§ 7. These, and other following questions should be varied, and presented to the mind in all the different ways possible. Let the teacher be careful that the pupils obtain a clear idea of each different distinction; of the department founded upon that distinction; and of the subject of which the department treats, or to which it relates.

CHAPTER II.

PART I. RHYTHM: or

DIVISION OF TIME AND LENGTH OF SOUNDS.

- § 8. From the fact that musical sounds differ in respect to length, arises the necessity of a regular marking of the time as it passes, during the performance of music. This is the first essential requisite of all good performance. A practical knowledge of this is more difficult to acquire than any thing else relating to the subject, and singers are more deficient in this as a general thing, than in either of the other departments. Hence the school should commence with Rhythmical exercises.
 - § 9. During the performance of a piece of music, time passes away This must be regularly divided into equal portions.

For illustrations of this subject see Mason's Manual of Instruction in the Elements

of Vocal Music, p. 35.

§ 10. Those portions of time into which music is divided are called Measures.

§ 11. Measures are again divided in PARTS OF MEASURES.

§ 12. A measure with two parts is called DOUBLE MEASURE,

" THREE" " TRIPLE MEASURE;
" FOUR " QUADRUPLE MEASURE;
" SIX " SEXTUPLE MEASURE.

§ 13. The parts of measures are marked by a motion of the hand This is called BEATING TIME.

ELEMENTS OF VOCAL MUSIC.

Note. The teacher cannot be too strict in requiring the pupil to beat time. Experience proves that it lies at the very foundation of correct performance. If this is neglected, all subsequent instruction will be, compar rively, of little value. In the following exercises the cher should first give the example by making the proper motions; repeating at the same ume those words which describe the motions, as downward beat, upward beat; or down, left, nght, up; or one, two, three, &c. and afterwards require the pupils to imitate him. Do not colerate a slow, dragging, or circuitous motion of the hand; but let it pass instantly from one point to the other.

§ 14. Double time has two motions or beats, viz: Downward beat | Triple? Quadruple? Sextuple? and Upward beat.

15. Triple same has three beats, viz: Downward beat, Hither

beat and Upward beat.

§ 16. Quadruple time has four beats, viz: Downward beat, Hither ruple? Sextuple? beat, Thither beat and Upward beat.

§ 17. Sextuple time has six beats, viz: Downward beat, Downward

beat, Hither beat, Thither beat, Upward beat, Upward beat.

Note. The hither beat is made horizontally to the left, the thither beat horizontally to the right. At the first downward beat in sextuple time, let the hand fall half the way, and at the second the remainder, at the first upward beat let the hand rise half the way, and at the second the remainder. It is not necessary to exercise a school much in Sextuple time. One measure in Quadruple time is equivalent to two measures in Double time, and one measure in Sextuple time is equivalent to two measures in Triple time.

§ 18. The character used for separating the measures is called

a bar, and is made thus:

ACCENT.

§ 19. Double time is accented on the first part of the measure.

Triple time is accented on the first part of the measure.

Quadruple time is accented on the first and third parts of a measure. Sextuple time is accented on the first and fourth parts of the measure.

QUESTIONS.

What is that fact in the nature of musical sounds, from which arises the necessity of a regular division and marking of the time? What is the they are called notes. Notes represent the length of sounds. Made in most important requisite in all good performances? Ans. Correct time.

What is that which is more difficult to acquire than any thing else in

music? Ans. Correct time.

What is that in which singers are usually most deficient? Ans. Time. willing to attend? Ans. Time.

What are those portions of time called, into which music is divided? § 10. What are those portions of time, smaller than measures, called? § 11. How many parts has double measure? Triple? Quadruple? Sextupie? How do we mark the different parts of measures in music? What is that motion of the hand called?

How many motions or beats has double measure, or double time?

What is that character called which is used for separating measures? Note. Observe the difference between a bar and a measure. Do not call a measure a bar. On which part of the measure is double time accented? Triple? Quad-

CHAPTER III.

SINGING IN CONNEXION WITH BEATING TIME AND ACCENT.

§ 20. The teacher gives out a sound to the syllable la (a as in father or in far) at a suitable pitch say, E or F-first line or space, Treble clef, (disregarding the octave between male and female voices) and after repeating it frequently, calling the attention of the school to it in various ways, requires those who feel certain that they can make the sound right, to imitate him; afterwards he requires those who think it probable that they can make it right, to imitate; and finally, the whole.

§ 21. The pupils are now required to beat and sing one la to each

beat in different kinds of measure. Mind the accent.

§ 22. Beat Quadruple time and sing one la to each beat.

After this has been done the teacher may write on the black board as follows:

He then points and says-

The characters I have written, represent the sounds we have sung; this form, they are called Quarter notes, or Quarters. (Crotchets.)

Note. The names crotchets, minims, &c. are given here, although it is strongly recommended to adhere to the more significant terms, Quarters, Halves, &c.

§ 23. A sound that continues as long as four quarters, is a whole What is that to which those who are learning to sing, are usually un- sound. Exercise. The note representing a whole sound is made thus, ll and is called a whole note. (Semibreve.)

Note. It is repeated once for all, that in every exercise the teacher should himself first [] give the example, the pupils beating the time, and afterwards require the pupils to imitate, or

§ 24. A sound that continues as long as two quarters is called a half sound. Exercise.

The note representing a half sound is made thus pand is called a half note. (Minim.)

§ 25. A sound that continues as long as three quarters is called three-quarters. Exercise. The note representing this sound is a dotted half, thus: P.

Note. Dotting a note-adds one half to its length.

§ 26. Beat, and sing to each part of the measure, or to each beat, two sounds. Exercise.

We now sing eighths; the note representing an eighth sound is made and is called an eighth note. (Quaver.)

- and is called a Sixteenth. (Semiquaver.) made thus
- § 28. The teacher may now exhibit all the notes at one view, showing their relative length, thus:



§ 29. Thirtyseconds (Demisemiquavers) but it is not necessary to exercise on them.

may also be exhibited,

§ 30. Sometimes three notes are sung to one part of a measure, or in the usual time of two notes of the same kind. When this is done the figure 3 is placed over or under them thus, they are called triplets. Exercise on Triplets.

QUESTIONS.

By what characters do we represent the length of sounds? How many kinds of notes are there in common use? Ans. Five. What kind of a note is this ? (writing the note on the board.) What kind of a note is this P? this P? this P? this P? this this ? (64)

The teacher will question, also, as to the comparative length of notes.

When three notes are sung to one part of the measure, what are they called? How marked?

CHAPTER IV.

VARIETIES OF MEASURE.

§ 31. There are different varieties of Double, Triple, Quadruple § 27. Beat, and sing to each part of the measure, four sounds. and Sextuple time, obtained by the use of different notes on each part of Exercise. We now sing Sixteenths; the note representing a sixteenth is the measure. Each variety of time is designated by figures, expressive of the contents of a measure, placed at the beginning of a piece of music.

§ 32. If the parts of quadruple measure are expressed by quarters, the measure is called FOUR-FOUR measure, and is thus marked:

Note. The characters or are often used to denote quadruple and double measure. It is, however, recommended to discard the use of them, and substitute numerals in all cases.

§ 33. If the parts of quadruple measure are expressed by halves, the measure is called FOUR-TWO measure, and is thus marked:

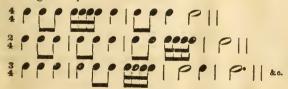
§ 34. In the same manner let the teacher illustrate all the varieties of measure in common use, as in the following examples:

Sextuple Measure. Triple Measure. Double Measure. 3 P P P P | 3 P P P P P P | 8 C C

§ 35. Rhythmical lessons may now, or at an earlier period, at the discretion of the teacher, be written upon the board and sung, first by the teacher, and afterwards by the scholars. Both teacher and scholars should always beat the time, and also describe the motions, when not engaged in singing; but the scholars should never sing with the teacher, nor the teacher with the scholars. When the teacher sings, the pupils should listen, (always beating,) and when the pupils sing, the teacher should listen.

EXAMPLES.

§ 36. Different kinds of notes may also occur in the same measure, as in the following examples.



QUESTIONS.

How are different varieties of measure obtained? § 31.

By what do we designate the different varieties of measure? Ans. By figures. What do the figures placed at the beginning of a piece of music express? Ans. The contents of each measure.

Teacher writes different varieties of measure, in the different kinds of time, and requires the pupils to say what figures he shall place at the commencement of each

CHAPTER V

RESTS

§ 37. We are often required in music to count or beat certain parts of a measure, or a whole measure, or any number of measures in silence. This is called resting, and the sign for it is called a REST.

§ 38. Each note has its corresponding rest, which is of equal length

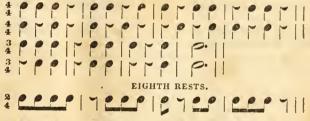
with the note it represents.

§ 39. Example. Whole rest. Half rest. Quarter rest.

The teacher exhibits the rests upon the board.

§ 40. Rhythmical exercises with rests

QUARTER RESTS.



§ 41. The foregoing are given merely as examples of lessons which the teacher should write, and on which the school should exercise. If Quarter and Eighth rests are practically understood, there will be no difficulty with whole and half rests. The practise of Sixteenth rests may be introduced in a similar manner at a more advanced stage of the course.

§ 42. As a general rule, notes, when succeeded by rests, should be sung shorter than when succeeded by other notes.

Note. The teacher must labor to impress this upon the pupils. Teach them to fear a rest, and always to be prepared to stop short whenever one occurs, so as not to interfere with the time which it requires. Singers are very apt to sing over or across the rests, and to pay but little attention to them.

ELEMENTS OF VOCAL MUSIC.

QUESTIONS.

which requires us to beat in silence. How many kinds of rests are there | made to get the right sounds. These cannot go on with the class profital to themselves, or in common use? Are those notes which are succeeded by rests, to be sung shorter or longer, than in other circumstances?

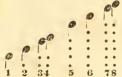
Nore. The teacher is referred to the "Manual of the Boston Academy of Music" for a much more minute detail of the elements of Rhythm; and especially for a systematic Rhythmical classification of notes, or an exhibition of primitive and derived rhythmical relations; which, although not absolutely necessary, is of great advantage, provided the time and circumstances of a school will permit its introduction.

CHAPTER VI.

PART H. MELODY.

THE SCALE.

- 6 43. Musical sounds may be high or low. Hence the necessity of that department in music called Melopy, which treats of the pitch of sounds.
- & A.A. At the foundation of Melody lies a certain series of eight sounds, which is called the SCALE.
 - § 45. The scale may be represented by the following notes: thus



'I'he teacher should write the above on the board.

§ 46. The sounds of the scale are known, or designated by numerals; thas we speak of the musical sound, one, two, three, &c.

The teacher should point to the written scale by way of illustration.

§ 47. The teacher says: Listen to a sound which I will give you, and which we will consider as one.

He then sings the syllable la (lah-a as in father) on C, on the added line below, Trable staff, or second space, Base, (omitting to distinguish between male and female voices,) and requires the pupils to imitate.

5 48. The teacher now sings one, two, to the syllable la, and requires the pupils to do the same.

Thus he goes through the whole scale, singing always to the syllable la, and continuing until What is beating in silence, called? What is that character called share the great majority can sing both the ascending and descending scale, correctly. A few will always be found, perhaps 5 or 10 in 100, who cannot without extra labor and attention, be to the others. By extra exertion, however, almost all these may learn to sing, but they should at present merely listen to the others, and if possible practise in a separate class.

QUESTIONS.

What is the second distinction made in musical sound.? What is that department called which is founded upon this distinction? Of what does Melody treat? What is that series of sounds called which lies at the foundation of Melody? How many sounds are there in the scale? How do we designate or speak of the sounds of the scale? Ans. By numerals,

The teacher should now point to the different notes written on the board and ask; Which

sound of the scale is that ? &c.

CHAPTER, VII.

STAFF, SYLLABLES, CLEFS, LETTERS, INTERVALS.

5 49. The scale is written on horizontal lines, and on the spaces between those lines. Five lines are commonly used for this purpose which together with the spaces are called a STAFF.

	EXAMPLE.								
5		fifth line.	4		fourth space.				
4		fourth line.	3		third space.				
3		third line.	3		second space.				
2		second line.	1		first space.				
1		first line.							

§ 50. Each line and space of the staff is called a degree; thus the staff contains nine degrees, five lines and four spaces.

§ 51. If more than nine degrees are wanted, the spaces below or above the staff, are used; also additional lines, called ADDED LINES. EXAMPLE.

Space above.	-Added line above
Space below.	Added line below

5 52. The sound One we will now write upon the first added line below the staff, Two upon the space below, Three upon the first line, and so on



The pupils are now required to sing the scale, ascending and descending, to the syllable la,

the teacher pointing to the notes on the staff.

NOTE. Those teachers who prefer only four syllables in Solmization will omit 6 53 and pass to 654. We cannot, however, omit to recommend the use of seven syllables, as at 653, as being altogether preferable to the use of four, as at \ 54. In the use of seven syllables, the sasociation between the syllables and sounds becomes much stronger, and the pupil advances more rapidly in the practical knowledge of the scale.

5 53. In singing, certain syllables are applied to each of the different sounds of the scale. To one is applied the syllable po, (pronounced doe;) to two, RE, (ray;) to three, MI, (mee;) to four, FA, (fah, a as in father;) to fire, sol, (sole;) to six, LA, (lah, a as in father;) to seven, si, (see;) and to eight, Do, again.

The scale is now sung ascending and descending with la, and also with the appropriate syl-

NOTE. Those teachers who use seven syllables in solmization will omit section 54 and pass to section 55.

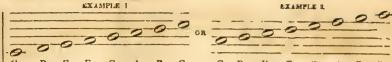
6 54. In singing we apply certain syllables to the sounds of the scale, as follows. To one, we apply the syllable FA, (pronounced fah, a as in father;) to two, soL, (sole;) to three, LA, (lah, a as in father;) to four, FA; to five, sol; to six, LA; to seven, MI, (mee;) and to eight, FA, again. The scale is now sung both up and down with la, and also with the appropriate syllables.

§ 55. We have written the sound One upon the added line below, but it is often placed upon the second space. The whole scale is then

written thus.

Practise as before.

letters of the alphabet, viz: A, B, C, D, E, F and G.



57. When the scale is written as in the first example above a character called the Treble Clef is used at the beginning of the staff. This is also called the G Clef, and fixes G upon the second line of the staff.

When the scale is written as in the second example above, a character called the Base Clef is used at the beginning of the staff. This is also called the F Clef, and fixes F upon the fourth line of the staff. EXAMPLE OF THE CLEPS.



NOTE. It is not necessary here to point out the different uses of the Elefs. It is sufficient that all the pupils are taught to sing from both.

§ 58. The distance, or step from any one sound in the scale to another, is called an INTERVAL

§ 59. In the regular ascending and descending scale, there are two kinds of intervals, viz: WHOLE TONES and HALF TONES.

§ 60. From one to two, and from two to three are whole tones; from three to four is a half tone; from four to five, from five to six, and from six to seven are whole tones, and from seven to eight is a half tone. Thus there are 5 whole tones, and 2 semitones in the scale.

Note. It is very important that the pupils should become thoroughly acquainted with the

seale, its numerals, letters, syllables, and intervals, before proceeding any further.

QUESTIONS.

What are those lines and spaces called, on which the scale is written? The teacher points and asks: Which line is this? Which space is this? &c. What is each line and space of the staff called? How many degrees does the staff contain? When more than nine degrees are wanted, what is used?

The teacher should now write the scale upon the board, both in the Treble and in the Base Clef, and point as he asks the following or similar questions: To which sound of the scale do I now point? The angiver 5 56. The sounds of the scale are also named from the first seven should be given by numerals. What syllable is applied to One? to Two? [B. A. C.—2] &c. What letter is One? Two? &c. What syllable is C? D? &c. What numeral is Do? Re? &c. What numeral is C? D? &c. What is the distance from any one sound of the scale to another called? Ans. An Interval. How many kinds of intervals are there in the scale? What are they called? How many whole tones? How many half tones? What is the interval from 1 to 2? from 2 to 3? from 3 to 4? &c

CHAPTER VIII.

OF THE DIFFERENT SOUNDS OF THE SCALE.

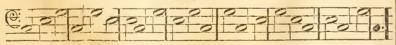
§ 61. Having become familiar with the scale in its regular progression, we must now learn to strike each sound separately, or in connexion with any other sound. In order to do this, we must pay attention to each particular sound. We commence with THREE in connexion with ONE.

§ 62. THREE. The pupils sing by syllables 1, 2, 3, and repeat THREE several times. After which the teacher should write lessons like the following, and require the whole to sing them.



§ 63. FIVE. The pupils sing 1, 2, 3, 4, 5—repeat 5. Sing 1 3 5, 153, 3 1 5, 3 5 1, 5 1 3, 5 3 1, &c. The teacher sings similar successions to the syllable la; the pupils determine what they are, and answer by numerals.

The teacher writes lessons like the following:



§ 64. EIGHT. Sing the scale and prolong 8. Sing 1, 3, 5, 3. Sing these four sounds in the following order.

tour birdinub in	the residential or	CC 4 .	
1 3 5 8	3 1 5 8	5 1 3 8	8 1 3 5
1 3 8 5	3 1 8 5	5 1 8 3	8 1 5 3
1538	3 5 1 8	5 3 1 8	8 3 1 5
1583	3 5 8 1	5 3 8 1	8 3 5 1
1835	3 8 1 5	5813	8 5 1 3
1853	3 8 5 T	5 8 3 1	8 5 3 1

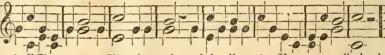
The Teacher writes examples with 1 3 5 8 in one and two parts



In singing the above and similar lessons, let the male and female voices be formed into separate classes, and sing each of the parts alternately.

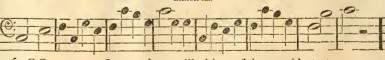
§ 65. SEVEN. Sing the scale and prolong 7. Seven naturally leads to 8, or after 7 we naturally expect to hear 8. It is perfectly easy to sing 7 in connexion with 8, or immediately succeeding to 8. In order, therefore, to strike 7 correctly, and separately, we must think of 8. This will serve as a guide to 7.

§ 66. The teacher gives out similar lessons to the following: 5878 3878, 1878, 1387, 3587, 1587, 187, 387, 587,&c. Also,17, 37, 57,&c Lessons like the following may be written and sung in one or two parts.



§ 67. FOUR. Sing the scale and dwell on 4. Four naturally leads to 3, as 7 does to 8. Three, therefore, is the guide to 4.

§ 68. The Teacher gives out: 134, 534, 834, &c. also 14, 54, 84, &c.



§ 69. Two. One or three will either of them guide to two.



5 1. Six. Sing the scale and prolong 6. Five will guide to Six. EXARTLE.



NOTE. The teacher will spend more or less time upon the foregoing chap according to circumstances. It is however quite important; and if sufficient time be spent upon these cxercises, the easier will all that follows be acquired.

QUESTIONS.

When we have learnt the scale in its regular progression, and when we desire to learn each sound separately, with what do we commence in connexion with One? Ans. Three, Sing One. Sing Three. What sound do we take after One and Three? Ans. Five. Sing One. Sing Three. Sing Five. What sound do we take next. Ans. Eight. (Sing as before.) What sound do we take after Eight? Ans Seven. What is the distance from Seven to Eight? To what does seven naturally lead-or what does the ear naturally expect after Seven? Ans. Eight. If we would strike Seven correctly, what must we think of as a guide to it? Ans. Eight. (Practise.) After 1, 3, 5, 8, and 7, what sound do we take? Ans. Four. To what does Four naturally lead? Ans. Three. What is the distance from Three to Four? What is the guide to Four? (Practise.) After Four what seund do we take? Ans. Two. (Question and practise.) voice; point out the difference between Base, Tenor, Alto and Treble, and class the school After Two what sound, &c. Ans. Six. (Question and practise.)

NOTE. The teacher is referred to the "Manual of Instruction" for a much more particular

detail of the subject of this chapter.

CHAPTER IX.

EXTENSION OF THE SCALE AND CLASSIFICATION OF THE DIFFERENT KINDS OF VOICE.

§ 71. We have thus far become acquainted with the scale of eight sounds; but, generally, every one has a greater compass of voice than is required to sing the scale, and can extend it upwards above 8; or downwards, below 1.

§ 72. When we sing above eight, we consider eight as One of a new scale, above; and when we sing below One we consider One as

Eight of a new scale, below.

§ 73. Example of the scale extended above and below.



The above example should be written upon the board, and the pupils should be required to exercise on the upper and lower in connexion with the middle scale. For a more full explanation of this subject, and also for examples, see 'Manual.'

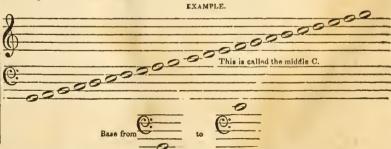
QUESTIONS.

When we sing higher than the scale, what do we consider Eight? When we sing lower than the scale, what do we consider One? What letter is applied to One of the upper scale? To Two? &c. What syllable? So also question with respect to the lower scale.

§ 74. The human voice is naturally divided into four classes, viz lowest male voices, or BASE; highest malo voices, or TENOR; lowest female voices, or ALTO; highest female voices, or TREBLE. Boys before their voices change also sing the ALTO.

The teacher may now exhibit, as in the following example, the whole compass of the human

according to these distinctions.



OF VOCAL MUSIC.



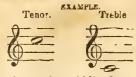
§ 75. Practise the foregoing example as follows: The Base commence with G, the lowest sound; at they are joined by the Tenor, They will, in almost all cases, sing an octave higher, viz.

sing together to . On this note the base stops and the treble require them to dwell upon the sound while he, beginning with begins. The treble, alto and tenor go on to -, when the tenor stops; the tieble and alto go on to - Here the alto stops, and

the treble goes on alone. In descending let the several parts unite on that note on which they stopped in ascending, and stop on that note on which they commenced in ascending.

lower than when used for Treble.

* As a general rule all those men who can sing this note in a clear, and soft voice, and rolling it for some time, may be classed with the Tenor. If they cannot do this well they is the natural difference, or interval between male and female voices? belong to the Base.



The same sound, or unison: viz. middle C, is here represented by the Tenor Clef on the third space, and by the Troble Clef on the first added line below.

§ 77. The teacher should here explain the difference between the male and female voices, showing that the latter naturally sing an octave higher than the former. In order to prove this, let him give out the middle

C, as a pitch, viz. : and require the Female voices to imitate him

it evident to them, that they do sing an octave higher, the teacher should

sings the whole scale, ascending. When he has done this, they

will perceive that he now sings the same sound with them, or that his voice is in unison with theirs. It is important that this distinction should be clearly and practically understood.

See "Manual." Appendix for the teacher, chap. 37.

QUESTIONS.

Into how many classes is the human voice naturally divided? What are § 76. The Treble or G Clef is commonly used for Tenor and Alto; the lowest male voices called? Highest? What are the lowest female but when used for Tenor it always denotes G an octave, or eight notes voices called? Highest? What part do boys sing? Which Clef is used for Tenor and Alto? When the Treble Clef is used for Tenor, does it is the natural difference, or interval, between male and female voices?

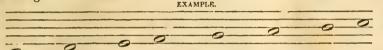
CHAPTER X.

CHROMATIC SCALE.

5 78. Let the Teacher write the scale on the board, and review what was said in chap, 7, by asking questions similar to those found at the end of that chapter.

In writing the scale, leave room between the whole tone intervals for

inserting the semitones.



§ 79. Between any two sounds, a tone distant from each other, as from 1 to 2. &c. another sound may be sung. Thus all the whole tones may be divided, and a scale be formed of semitones only, called the CHROMATIC SCALE.

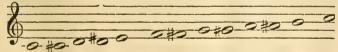
5 So. The semitone between any two sounds, a whole tone distant, may be obtained, either by elevating the lower of the two, or by depres-

sing the upper.

The sign of elevation is made thus #, and is called a sharp. A note thus elevated is said to be sharped.

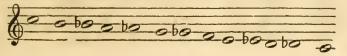
The teacher may now introduce the sharped notes, so as to present the

following example.



§ 82. In descending, the semitones are usually obtained by depression. The sign of depression is made thus b, and is called a flat. A note thus depressed is said to be flatted.

Exhibit the following example, in connexion with the other.



§ 83. In speaking of the altered notes (sharped or flatted) by numerals, we always say, sharp One, sharp Four, flat Six, flat Seven, &c.; but in speaking of them by letters we say, C sharp, D sharp, E flat, B flat, &c.

§ 84. A sharped note naturally leads upwards, or after a sharped note the ear naturally expects the next note above it; hence, the note

above is always the guide to a sharped note.

& S.5. A flatted note naturally leads downwards; hence, the note

below is always the guide to a flatted note.

& & 6. When a note is sharped, the syllable appropriated to it in solmization terminates in the vowel sound e-thus Do becomes, when sharped, De; Rae becomes Re; Fa, Fe, &c.

§ 87. When a note is flatted, the syllable appropriated to it terminates in the vowel sound a (as in fate)—thus, Do becomes Da; See

Sa; La (lah) Lay, &c.

§ 88. When a sharped or flatted note is to be restored to its natural sound, the following character \$\frac{1}{2}\$, called a natural, is placed before it. A natural takes away the force of a flat or sharp.

NOTE. The exercising of the school upon the chromatic scale must be lcft to the discretion § \$1. In ascending, the semitones are usually obtained by elevation. | of the teacher. Some attention to it is very important. For examples, and farther illustrations

and remarks, see "Manual of Instruction in the Elements of Vocal Music."

If the Instruction has been thorough thus far, the school will now be able to sing air tunes in the key of C, whose rhythmical construction is easy, without much aid from the teacher.

§ 89. In commencing to sing, as the school may now do, from a knowledge of the elementary principles of music, let them at first all sing in unison, a single part, say the Base, and then the Tonor and Alto, each, separately; afterwards these three parts may be united, and sung together, all the female voices singing Alto. It is highly important that all the female voices should be exercised much on the Alto; that they may have this practise, it is recommended that in the early exercise of the school, the Treble be altogether omitted. When the three parts go well together, a part of the female voices may be required to sing the Treble. It is a very good plan to divide the Treble into two classes, and sometimes require one and sometimes the other, to sing the Alto. Experience proves that if the tow tones of female voices are cultivated and brought out, there is no difficulty in the exercise of the higher tones, afterward The best female singers always like to sing Second or Alto The careless and indolent are usually unwilling to sing this part.

As the pupils now begin to sing from a knowledge of the elementary principles of music, it is considered highly important that the teacher should not sing with them, or lead them on by the mere power of his own voice. Let the school sing without his aid, and while they sing, let him always beat and describe the time. If a difficult passage occurs, let the pupils beat and describe the time, while the teacher sings the passage as it ought to be sung, over and over again if necessary; but when they sing it, let it be without a teacher's voice to lean upon. If they can not do this, they have not been properly taught, and must begin again, if they ever hope to be set right.

QUESTIONS

Which of the intervals of the natural scale (Diatonic) may be divided? Ans. The whole tones. What is that scale called which is formed wholly of Semitones? In how many ways may the semitones be obtained? In ascending how do we obtain the semitones? What is the sign of elevation called? In descending how are the semitones obtained? What is the sign of depression called? Does a sharped note lead upwards or downwards? What note is the guide to a sharped note? What is the guide to sharp Four? sharp Two? &c. Does a flatted note lead upwards or downwards? What note is the guide to a flatted note? What is the guide to flat Six? flat Three? &c. When a note is sharped, with what vowel sound does the syllable applied to it terminate? What syllable is applied to sharp Four? sharp Six? &c. When a note is flatted, with what vowel sound does the syllable appropriated to it terminate? What syllable is applied to flat Three? flat Seven? &c. When a sharped or flatted note is to be restored, what character is used? What is the use of a natural?

If the teacher has brought before the school the subject contained in the latter part of § 89, in relation to the lower and higher tones of the female voices, he may find it useful to question as follows:

Which tenes of the female voice should be first cultivated? Which part are the best female singers always willing or desirous to sing? Ans. Alto. Who are they who are unwilling to sing this part? Who in this school are unwilling to sing Alto? Those who are unwilling, hold up their hands. Ques

CHAPTER XI.

TRANSPOSITION OF THE SCALE.

§ § 1. In all our exercises, hitherto, we have taken C as One of the scale, or as the key note, or tonic. When C is thus taken for One, the scale is said to be in its natural position, the natural key being that of C. But any other letter may be taken as One of the scale: and when this is done, the scale is said to be transposed. Thus, if D be taken as One, the scale is said to be transposed to D, or to be in the key of D; if E be taken as One the scale is said to be in E, &c.

§ 92. In the transposition of the scale, care must be taken to preserve the relative order of the tones and semitones; i. e. from three to four, and from seven to eight, must always be semitones, and the rest whole tones, whatever may be the key.

KEY OF G: FIRST TRANSPOSITION BY SHARPS.

The teacher writes the scale in C, on the upper staff, on the board, and says:

§ 93. We will now transpose the scale to G, or take Five of the C scale as One of a new scale.

He writes the scale, beginning with G, on the lower staff, directly under the C scale, and then says:

§ 94. We will now proceed to examine the G scale, and see if the semitones are right.

NOTE. In order to find out the proper interval from one sound to another, in the scale in any key, we must examine it by numerals: thus, from I to 2 must be a whole tone, from 2 to 3 a whole tone, from 3 to 4 a half tone, &c: but in order to ascertain what is the actual interval from one sound to another, we must examine it by letters; thus, from B to D is a whole tone, &c

EXAMINATION.

Ques. What must be the interval from 1 to 2? Ans. A tone.

Ques. What is the interval from G to A. Ans. A tone. Pointing at the same time to the letters on the C scale.

Thus we see the first interval is right

Ques. What must the interval be from 2 to 3? Ans A tone.

Ques. What is the interval from A to B? Ans. A tone Pointing as before.

Ques. What must the interval be from 3 to 4? Ans. A semitone Ques What is the interval from B to C? Ans A semitone

Ques. What must the interval be, from 4 to 5? Ans. A tone.

Ques. What is the interval from C to D? Ans. A tone.

Ques. What must the interval be, from 5 to 6? Ans. A tonc.

Ques. What is the interval from D to E? Ans. A tone.

Ques. What must the interval be, from 6 to 7? Ans. A tone.

Ques. What is the interval from E to F? Ans. A semitone?

The teacher now observes: Since the interval from 6 to 7 must be a tone, and since, from E to F, the interval is but half a tone, we must sharp F, in order to preserve the proper order of the intervals in the scale of G. He writes a sharp before F, and pointing asks,

Ques. What letter is 7, now? Ans. F sharp.

Never allow the pupils to say F, for F sharp, or C, for C sharp, &c. He proceeds:

Ques. What must be the interval from 7 to 8? Ans. A semitone.

Ques. What is the interval from F# to G? Ans. 'A semitone.

§ 95. The teacher observes, In transposing the scale to G, we have found one sharp necessary, viz. before F. Instead of writing this sharp before every F which may occur in a piece of music in this key, it is placed once for all, at the commencement of the piece, on the letter altered. It is then called the SIGNATURE of the key. Thus one sharp, or F# is the signature of the key of G. When there is neither flat nor sharp in the signature, it is said to be natural: it is then the signature to the key of C.

§ 96 A sharp or flat in the signature, affects all the notes on the letter on which it is placed; not only those which are written on the same degree of the staff, but also those which are written an octave higher or lower.

§ 97. The scale being now transposed, the numerals and syllables applied to it, have all changed their places; but the letters remain as

before, with the exception that F# is substituted for F.

§ 98. In the transposition of the scale from C to G, it is carried a fifth higher, or a fourth lower Thus, a fifth above is the same thing as a fourth below.

Explain and illustrate. QUESTIONS.

When the scale is in its natural position, what letter is Onc?

Where any other letter than C is taken as One, what is said of the scale? Ans. It is transposed.

In transposing the scale, of what must we be particularly careful?

Ans. The order of the intervals.

In transposing the seale to G, what sound is it necessary to alter?

Ans. Four. What must we do to it? Ans. Sharp it. What does the sharp fourth become in the new key? Ans. Seven.

What is the signature to the key of G? Ans. F#. Why is F# necessary in the key of G? Ans. To preserve the relative order of the intervals.

What is the signature to the key of C. Ans. Natural.

How much higher is the key of G than that of C? How much lower is the key of G than that of C?

Norg. Tunes in the key of G, whose rythmical construction is not too difficult, may now be introduced and practised as at \S 89, \S 90.

KEY OF D; SECOND TRANSPOSITION BY SHARPS.

§ 99. The key of D is examined in connexion with that of G, in the same manner as was G with that of C. A new sharp will be found necessary, viz: on C, which having been found as before, the teacher removes it to the signature, and then presents to the school the key of D with two sharps.

NOTE. The first transposition is so minutely detailed that it is not supposed to be necessary to be particular here; the teacher will immediately be able to proceed in this case as in that

He cannot be too careful to have every thing thoroughly understood.

QUESTIONS.

In transposing the scale from G to D, what sound must we alter? Ans. Four. What must we do with it? Ans. Sharp it. What does the sharp fourth become in the new key? Ans. Seven. What is the signature to the key of D? Ans. Two sharps. What letters are sharped? Ans. F and C. Why are these sharps necessary in the key of D? Ans. To preserve the proper order of tones and semitones in the scale. How much higher is the key of D than that of G? How much lower?

Tures in the key of D may now be introduced.

KEY OF A; THIRD TRANSPOSITION BY SHARPS.

§ 100. Examine the key of A with that of D; and investigate the scale by the same process as before

Questions, after the same manner as at \$ 99

Introduce tunes in A

with sharps in the signature, be taken, as one of a new key, a new sharp higher is the key of F than that of C? How much lower? must be introduced, viz: on the fourth: which sharp fourth becomes the seventh in the new key.

KEY OF E: FOURTH TRANSPOSITION BY SHARPS.

§ 102. Examine the key of E in connexion with that of A? and F, must be flatted. proceed as before.

Questions after the same manner as at 6 99. Sing tunes in E.

§ 103. It is not necessary to proceed further in the transposition of the scale by sharps; as others very seldom occur.

CHAPTER, XII.

KEY OF F; FIRST TRANSPOSITION BY FLATS.

8 104. In the transposition of the scale, we have hitherto always

taken five as one of a new key; we will now take four as such.

5 105. The teacher writes the C scale on the upper staff, and the I scale (without the signature) below it, and investigates as before. It will be found that from three to four is a whole tone; and a flat must be introduced on seven, of the C scale, on B, in order to preserve the relative order of tones and semitones in the new key of F.

106. The teacher may explain in relation to this transposition

after the same manner as at § 95.

§ 107. In the transposition of the scale from C to F, it is carried a fourth higher, or a fifth lower; thus a fourth above is the same as a fifth below.

QUESTIONS.

In transposing the scale from C to F, what sound must we alter? Ans. Seven. What must we do with seven? Ans. Flat it. What does the flat | er scale, which they also sing through; then Three; then Four, and so seventh become, in the new key? Ans. Four. What letter is seven, in on. A scale is formed upon each, as far as the voice extends. the key of C? Ans. B. What letter is four in the key of F. Ans. B b. What is the signature to the key of F; Ans. One flat What letter is ascending and descending.

§ 101. It will be perceived that if the fifth of any key, natural, or | flatted? Ans. B. Why is B b necessary in the key of F? How much Tunes in F may be introduced.

KEY OF B h, SECOND TRANSPOSITION BY FLATS.

\$ 108. The fourth from F, (Bb,) is taken as one; and the scale investigated as before. They will find that E, the seventh in the key of

Questions as at § 107. Sing tunes in Bh.

KEY OF E b: THIRD TRANSPOSITION BY FLATS.

§ 109. In examining the scale in Eb, it will be found necessary to flat A

Questions after the same manner as at § 107.

§ 110. If the fourth of any key (natural, or with flats in the signature) be taken as one of a new key, a new flat must be introduced, viz: on the seventh; which flat seventh becomes four in the new key.

Introduce tunes in Bb.

KEY OF Ab; FOURTH TRANSPOSITION BY FLATS.

§ 111. In examining the scale in Ab, it will be found necessary to flat D.

Questions after the same manner as at § 107. Sing in Ab.

§ 112. Further transposition by flats is unnecessary. Others, however, may be exhibited and explained, if the teacher thinks proper. For further remarks and illustrations see "Manual."

CHAPTER XIII.

MODULATION INTO RELATIVE KEYS.

§ 133. Preparatory exercises.

1. The scholars sing the C scale; then assume Two as One of anoth-

2 They take Eight, Seven, Six, &c. as Five, and complete the scale,

3. Similar exercises should be practised, until the scholars can immediately take any sound which is given them, and consider it as any other sound, and from that form the scale, upwards or downwards.

§ 114. When, in a piece of music, the scale is transposed, such

change is called MODULATION.

FIRST MODULATION, OR FROM ONE TO FIVE.

From C to G.

§ 115. What is the signature to the key of C?
What is the signature to the key of G?
What is F ♯ in the G scale? Ans. Seven.
To what does F ♯ lead? Ans. To G.

§ 116. F# is the NOTE OF MODULATION from the key of C to that of G. The sharp fourth is always the note of modulation from any key to its fifth.

QUESTIONS. What is the note of modulation from C to G? From D every piece of music.

o A? From A to E? From F to C? &c.

§ 117. When modulation occurs, the melodic relations of the sounds, and often the syllables, applied in solmization, must be changed according to the new key.

§ 118. When a modulation occurs from C to G, C appears no longer as One; but, according to the G scale, as Four; A as Two; D as Five, &c.

EXAMPLE.



§ 119. RULE 1. If several notes, on the same degree, occur before the note of modulation, the change is most conveniently made on the last.

See the above Example, where the second note on D is changed to 5.

§ 120. RULE 2. If no two notes, on the same degree, precede the note of modulation the change should be made on a note somewhat longer than the rest

[B. A. C.--3]

EXAMPLE.

§ 121. RULE 3. If long notes are not to be found on which the change can be made, we must quickly regard the second or third note, before the note of modulation, as belonging to the coming key.



NOTE. The teacher will be able to point out numerous examples, as they occur in almost every piece of music.

SECOND MODULATION, OR FROM C TO F.

122. What is the signature to the key of C?
What is the signature to the key of F?
What is B b in the F scale? Ans. Four.

§ 123. Bb is the NOTE of MODULATION, from the key of C to that of F. The flat seventh is always the note of modulation from any key to its fourth.

QUESTIONS. What is the note of modulation from C to F? From F to Bb? From G to C? &c.

124. See § 117.

§ 125. When a modulation occurs from C to F, C appears no longer as One; but, according to the F scale, as Five, D as Six, &c



126 Rules tne same as at § 119, 120 and 121.

may be found in the "Manual."

§ 128. In such changes as usually occur in Psalmody, extending only to one or two measures, it is not advisable to make any change of Two and Three, and Seven and Eight; in descending, between Six and syllables, but merely to alter the termination of the note of modulation; Five, and Three and Two. but in longer pieces, or where the change is continued for some time, not only that part which has the note of modulation, but also the other parts, mans moll, soft) because it moves on more softly and gently than the other should adopt the solmization of the new key.

QUESTIONS.

the most common modulation? Ans. From One to Five. What the signature. next? Ans. From One to Four.

When inodulations occur, what must be done with the syllables?

Ans. Changed according to the new key.

CHAPTER XIV.

MINOR SCALE.

and between Seven and Eight, and this is the order in which they must tion; in this case a natural. always occur in the natural scale. But there is another scale, not natural, but artificial, in which the semitones are differently placed.

EXAMPLE. Minor Scale.

Ascending. Descending.

§ 130. The teacher should sing the minor scale slowly, carefully and | § 139. If the signature is three flats, the music may be either in Eb

§ 127. These two modulations are the most common. It is not and what sounds he flats in descending; and where the semitones occur-

ling, the seventh, sixth and third are flatted.

§ 132. In ascending (Minor scale) the semitones occur between

§ 133. This scale is called the MINOR SCALE, OF MODE, (by the Gerwhich we have hitherto practised, and which is called the MAJOR SCALE, or MODE, (by the Germans, Dur, hard.)

See " Manual." 6 449.

§ 134. Instead of marking the flatted sounds of the Minor C scale, When the scale is transposed, what is such change called? What is one by one, with flats, as in the above example, we mark them in the

EXAMPLE.

§ 135. As Six and Seven are not flatted in ascending, we are now § 129. Hitherto we have sung semilones between Three and Four, obliged to alter these two sounds from the signature, by the sign of cleva-

§ 136. It will be perceived that E | Major, has the same signature

as C Minor, viz: three flats.

§ 137. Every Minor scale has the same signature as the Major scale, which is based on its third. Hence, these two are said to be related. C Minor is the relative Minor of E | Major; and E | Major is the relative Major of C Minor.

§ 138. The letters and syllables are the same in the relative modes, but the numerals are changed. Thus, the syllable Do is applied to E b in both cases, although it is One in the Major, and Three in the Minor mode.

repeatedly, until the pupils can tell him what sound he flats in ascending, Major, or C Minor. In which of the two it is, however, can only be known

ELEMENTS OF VOCAL MUSIC.

by an examination of the scale or chords, or by the ear, which, when practised, immediately distinguishes the one from the other.

§ 140. If the Minor scale is practically understood in C, it will be easy to transpose it to any of the other letters. Some of the most common Minor modes should be written upon the board, examined and practised

QUESTIONS.

In the ascending Minor scale, what sound is flatted?

In descending?

In the ascending Minor scale, where is the first semitone?

Ans. Between Two and Three. Where the second?

In descending, where is the first semitone found?

Ans. Between Six and Five. Where the second?

What two sounds of the ascending Minor scale must be altered from the Signature? Ans. Six and Seven. What must be done to them? Ans. They must each be raised a semitone.

What is the relative Major scale to C Minor? To D? To E?, &c. What is the relative Minor scale to C Major? To G? To D?, &c. What syllable is applied to One in the Major mode? In the Minor?, &c.

Which mode is the most common, Major or Minor? Ans. Major.

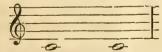
Which is the most brilliant or lively? Which is the most mournful? Which best expresses joy or praise? Which best expresses sorrow, grief, penitenec?

CHAPTER XV.

INTERVALS.

§ 141. We have hitherto spoken of the intervals of a tone and semitone, but there are also other intervals, viz. Seconds, Thirds, Fourths, Fifths, &c.

EXAMPLES.
1. Unison.



NOTE. Although the Unison is not strictly an interval, yet, in the theory of music, it is spoken of, and treated as one.



QUISTIONS. What is the interval from One to Two called? From Two to Three?, &c. From One to Three?, &c. From One to Four &c. &c

142. Major and Minor intervals.

SECONDS. A second, including a semitone, is called a MINOR second: a second, including a whole tone, is called a MAJOR second.

Note. The teacher writes the scale on the board, points and questions:

What is the second from C to D? Ans. Major. From D to E? Ans.

Major. From E to F? Ans. Minor, &c.

THIRDS. An interval, including a tone and a semitone, is called a MINOR third one including two tones is called a MAJOR third. Questions as before.

FOURTHS. An interval, including two tones and a semitone, is called a PERFECT fourth: one including three tones, a SHARP fourth. Questions as before.

FIFTHS. An interval, including two tones and two semitones, is called a FLAT fifth: one including three tones and a semitone, a perfect fifth. Illustrations and questions.

SIXTHS. An interval of three tones and two semitones, is called a MINOR sixth: one of four tones and a semitone, a MAJOR sixth. Questions, &c.

SEVENTHS An interval of four tones and two semitones, is called a FLAT or MINOR seventh: one of five tones and a semitone, a SHARP OF MAJOR seventh. Questions.

OCTAVES. All the octaves are equal, including five tones and two scmitine, a character called a PAUSE is placed over or under it. Ex: fones.

- § 143. If the lower note of any minor interval be depressed, or the upper one elevated, the interval becomes major.
- § 144. If the lower note of any major interval be elevated, or the upper one depressed, the interval becomes minor.
- § 145. If the lower note of any major interval be depressed, or the upper note elevated, there arises a Superfluous of extreme sharp interval.
- § 146. If the lower note of any Minor interval be elevated, or the upper note depressed, there arises a DIMINISHED, OF EXTREME FLAT interval.

 For further examples and illustrations, see "Manual."

CHAPTER XVI.

PASSING AND SYNCOPATED NOTES, AND MISCELLANEOUS CHARACTERS.

§ 147. Passing notes. When notes are introduced which do not properly belong to the harmony or chord, they are called PASSING NOTES.

§ 148. When passing notes follow the essential notes, they are

called AFTER NOTES.

§ 149. When passing notes precede the essential notes, they are called APPOGIATURES.



§ 150. Syncopated notes. When a note commences on an unaccented, and is continued on an accented part of a measure, it is called a SYNCOPATED NOTE.

§ 151. Pause. When a note is to be prolonged beyond its usual time, a character called a pause is placed over or under it Ex.

§ 1.52. Staccato. When singing is performed in a short, pointed and articulate manner, it is said to be STACCATO.



§ 153. Legato. When singing is performed in a smooth, gliding manner, it is said to be LEGATO.

Note. The distinction between Staccato and Legato is very important, and should be well and practically understood.

§ 15.4. Tie. A character called a Tie is used to show how many notes are to be sung to one syllable. The same character is often used to denote Legato style. Example.

§ 155. Repeat. Dots across the staff require the repetition of

certain parts of the piece.

EXAMPLE

Question on this Chapter.

CHAPTER. XVII.

CHORDS.

§ 156. When two or more sounds are heard together, such combination is called a chord: if agreeable to the ear, it is called a consonant chord, or a concord, if disagreeable to the ear, it is called a dissonant chord, or a piscord.

§ 157. COMMON CHORD. A chord consisting of One, Three and Five, to which, Eight may be added, is called a COMMON CHORD, or DIRECT COMMON CHORD: if the third be Major, it is a MAJOR chord, if Minor, a

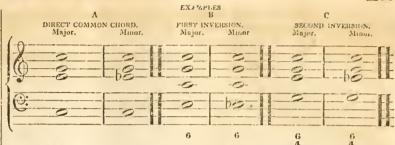
MINOR chord. See example A.

§ 158. INVERSION OF CHORDS. When the natural position, or relative situation of the sounds constituting the common chord, is changed so that Three cr Five is lower than One, the chord is said to be inverted. See examples B and C.

§ 159. CHORD OF THE SIXTH. In the first inversion of the common chord, the Third is taken as the Base, or as the lowest sound; it is then called the "chord of the Sixth." The Base note is figured 6. See exam-

ple B.

§ 160. CHORD OF THE SIXTH AND FOURTH. In the second inversion of the common chord, the Fifth is taken as the Base, or as the lowest sound; it is then called the "chord of the Sixth and Fourth" The Base note is figured ! See example C.

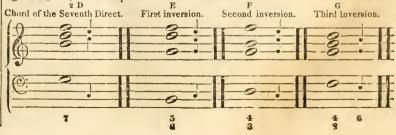


§ 161. CHORD OF THE SEVENTH. A chord consisting of a Base, its Third, Fifth, and Seventh, is called a "chord of the Seventh." This chord is most frequently based on the Fifth. It is then called the Dominant Seventh. It is figured 7. Example 1).

§ 162. CHORD OF THE SIXTH AND FIFTH In the first inversion of the chord of the Seventh, the *Third* is taken as the Base or lowest sound. It is then called the chord of the "Fifth and Sixth," and is figured §. Ex. E.

§ 163. CHORD OF THE FOURTH AND THIRD. In the second inversion of the chord of the Seventh, the Fifth is taken as the Base or lowest sound. It is then called the chord of the "Fourth and Third," and is figured for Example F.

§ 164. CHORD OF THE FOURTH AND SECOND. In the third inversion of the chord of the Seventh, the Seventh is taken as the Base or lowest sound. It is then called the chord of the "Fourth and Second" and is figured or a. Example G.



5 165. The chord of the Seventh, is naturally followed by the com-

mon chord. See quarter notes in the above example.

§ 166. A knowledge of these two chords, viz: The common chord, and the chord of the Seventh, with their inversions, lies at the foundation of musical science, and although not essential to correct performance, is desirable, and cannot fail to afford great advantages to the mere performer, as well as to the teacher. See "Manual."

following works are recommended, viz:

"First steps to Thorough Base."

- "Eurrows' Thorough Base Primer."
- "Catel's Treatise on Harmony."
- 'Porter's Musical Cyclopedia." "Callcott's Musical Grammar."

PART III. DYNAMICS.

CHAPTER XVIII.

§ 167. Musical sounds may be either soft or loud. From this fact, in the nature of musical sounds, arises the necessity of the third department in the elements of music, called DYNAMICS, which treats of the force or strength of sounds.

5 168. A sound, be it loud or soft, must still be of a good quality. It must never be so soft, or so lond, as to injure the quality of tone.

DYNAMIC DEGREES.

§ 169. MEZZO. A sound produced by the ordinary exertion of the organs, is a medium or middle sound; it is called MEZZO, and is marked m.

6 170. PIANO. A sound produced by some restraint of the organs, is a soft sound, it is called PIANO, (pronounced peano) and is marked p.

§ 171. FORTE A sound produced by a strong or full exertion of the organs, is a loud sound; it is called FORTE, and is marked f.

5 172. Mezzo, Piano and Forte, are Italian words, which, by long usage, have become technical terms in music, and are used by all nations.

§ 173. Applications of the three principal Dynamic degrees to thu scale.



174. PIANISSIMO. If a sound is produced by a very small, but careful exertion of the organs, softer than piano, yet so loud as to be a To those who wish to pursue the study of the science of music, the good audible tone, it is called PIANISSIMO, (pronounced peanissimo) and is marked pp.

§ 175. FORTISSIMO. If a sound is delivered with a still greater exertion of the organs than is required for Forte, but not so loud as to degenerate into a scream, it is called FORTISSIMO, and is marked ff.

§ 176. The five Dynamic degrees, applied to the scale:



See further exercises, &c. in " Manual."

CHAPTER XIX

DYNAMIC TONES.

§ 177. ORGAN TONE. A tone which is commenced, continued and ended with an equal degree of force, is called an organ Tone.

NOTE. The organ tone should be exclusively practised in the first stages of a musical education. It is difficult to acquire a firm, steady, equal tone. Until this is acquired the pupil should not attempt any other Dynamic tone.

§ 178. CRESCENDO. A tone commencing soft and increasing to loud, is called a CRESCENDO TONE; and is marked cres. or ____.

§ 179, DIMINUENDO. A tone commencing loud and gradually diminishing to soft, is called a DIMINUENDO TONE; and is marked dim. or ____.

§ 180. swell. A tone consisting of an union of Crescendo and Diminuendo, is called a SWELLING TONE, or a SWELL. It is marked

§ 181. Crescendo, Diminuendo and Swell, are not only applied to individual tones, but also to passages in music ,

Sing the scale in Crescendo, Diminuendo and Swelling tones.

5 182. PRESSURE FORE. If a single short sound is sung with a very sudden, forcible crescendo, or swell, there arises the PRESSURE TONE. Marked or ... It is often applied to syncopated passages.

§ 183. EXPLOSIVE TONE. A single short sound which is struck suddenly, with very great force, and instantly diminished, is called an EXPLOSIVE TONE. It is marked >, or fz. (forzando.)

Practise the explosive tone to the syllable Hah, as in the following example.



The practise of this tone is calculated to give great power and strength to the voice.

\$ 184. Expression. The proper application of Dynamics to music, constitutes essentially that which is usually called expression. Dynamics should be much practised; no other exercises have such a powerful tendency to bring out, strengthen and improve the voice.

See Manual, for more particular instructions.

CHAPTER XX.

EXPRESSION OF WORDS, IN CONNEXION WITH SOUNDS, AND MISCELLANEOUS DIRECTIONS.

- § 185. Besides the dynamic designations of the last chapter, vocal expression depends essentially on Articulation, Accent, Pause and Emphasis.
- § 186. vowel sounds. The vowel sounds only should be sustained in singing. It is on these alone that the voice should dwell. They should be delivered with accuracy, and carefully prolonged, without being changed. To insure this, the organs of sound should be immovably fixed from the beginning to the end of a sound; not the least change should be allowed in the position of the lips, teeth, tongue or throat; nor indeed of the head or body.

It is a very common fault for singers to change the vowel sounds, and dwell not on the radical or principal sound, but on the vanish or closing sound: thus a becomes e; o, oo; &c. In the word "great" for example, instead of dwelling steadily upon the vowel sound a, the singer changes it to e, and that which should be grea - - - - t, becomes grea - - e - - - t; so also in the syllable applied to Two—let it be Ra - - e and not Ra - e - - - .

- § 187. consonants. Articulation is almost entirely dependent on the consonants. These should, therefore, receive very particular attention, and be delivered or articulated very quickly, smartly, forcibly, distinctly, and with the greatest precision. The neglect of a careful utterance of the consonants, is a principal cause of indistinctness in singing.
- § 188. ACCENT. Accent is as important in singing as in speaking. If the poetry be regular in its construction, and is properly adapted to the music, the accentuation of the two will correspond. If otherwise, that of the former must, in general, be attended to, and the musical accent made to conform to it.
- § 189. PAUSE. Pauses, both grammatical and rhetorical, are also essential to good singing. In general, when necessary, they must be obtained, not by a pause in the time, the computation of which should be regularly carried on, but by shortening the preceding note; as in the following example, viz:



Joy to the world—the Lord is come! Joy to the world—the Lord is come!

- § 190. EMPHASIS. Emphatic words should be given with a greater or less degree of the explosive tone (sf.), without reference to rhythmical accent. In common psalmody its application is often very difficult, from a want of a proper adaptation of the poetry to the music, or appropriateness of one to the other. The effect of emphasis may often be increased by a momentary pause.
- § 191. OPENING OF THE MOUTH. The mouth should in general be so far opened as to admit the end of the fore finger freely between the teeth. Singers do not usually open their mouths sufficiently wide to give a tree and full passage to the sound.
- § 192. TAKING BREATH. (1) In taking breath make as little noise as possible.
- (2) Let it be done quickly, and without any change in the position of the mouth.

ELEMENTS OF VOCAL MUSIC.

(3) Never breathe between the different syllables of the same word.

(4) When several notes come together, to one syllable, do not breathe between thein, except in long running passages, or divisions where it cannot be avoided.

(5) Words which are intimately connected in sense, as the article and its noun, or the preposition and its noun, should not be separated by

taking breath.

(6) The practise of breathing at a particular part of the measure, or of rhythmical breathing, should be avoided.

(7) Take breath no more frequently than is necessary.

(8) Exercises on the explosive tone (fz.) will greatly assist in acquiring the art of taking breath.

6 193. QUALITY OF TONE. The most essential qualities of a good

tone are purity, fulness, firmness and certainty.

(1) A tone is PURE, or clear, when no extraneous sound mixes with it; IMPURE, when something like a hissing, screaming, or huskiness is heard. mpurity is usually produced by an improper position of the mouth.

(2) A tone is FULL, when it is delivered in a free and unconstrained use of the appropriate organs of sound. A tone is FAINT when it is pro-

duced by a careless or negligent use of the organs.

(3 and 4) A tone is FIRM and CERTAIN, which, being correctly given, is held steadily, without change: and which seems to be perfectly under the control of the performer. Hence the following are faults, viz:

(1) Striking below the proper sound and sliding up to it, as from Five

to Eight, &c.

(2) A wavering, or trembling of the voice.

(3) A change just at the close of the tone, produced by a careless reaxation of the organs, which should always be held firm and immov-

able in their proper position until the sound ceases.

& TO L. TO CORRECT FAULTS. Whenever the teacher discovers a fault, let him first imitate it himself, and afterwards give the true style of performance; then let him require the pupils to imitate both the bad and the good example. It is not sufficient for the teacher to say that a certan lault exists, he must actually point it out, or exhibit it by his own performance, and this over and over again, until the pupils obtain a clear perception of it, and know both how to produce it, and how to avoid it. 6 195. In all vocal performance attend to the shirit of the words.

when they have once arrived at this point, singing by rote and by words should be given up entirely, and singing from a knowledge of clementary principles, in the use of the syllables of solmization, should be substituted for it. Finally, it must not be supposed that vocal music can be taught in a few lessons, or in a short time. It is at least as difficult to acquire a practical knowledge of singing, as it is to acquire a practical knowledge of Latin or Greck, or any modern language, and indeed much

devoted to the first six, or perhaps twelve, lessons; after which, the pupils will have made so

much progress as to be able to sing from a knowledge of the elementary principles of music;

Enter into those emotions which are expressed by the poetry. Avoid a dull, heavy, unineaning, unfeeling, automaton-like style of performance, and cultivate that which comes from the heart, which is energetic, which has some soul, some meaning, and which is appropriate to the circumstances and to the ocasion. The composer does but furnish the mere skeleton, and it depends upon the performer to say whether that inanimato form shall live, and breathe, and move so as to take deep hold of the affections and control the feelings of others, thus producing the effects for which music is designed, and for which it is so admirably adapted.

CONCLUDING REMARKS.

Mode or instruction. It is not considered necessary that the foregoing instructions should be committed to memory and recited by the pupils; they are rather intended as a means of fixing the method of proceeding fully in the mind of the teacher; or as a text for nine, the subjects of which, are to be brought before the school in familiar lectures, and stated, explained, and illustrated according to his discretion. Should any teacher, however, prefer the other method, (that of committing to memory) he can easily point out to the pupils those seetions which he wishes them to commit, distinguishing them from those which are more particularly intended as mere directions to the teacher, and which will readily be perceived.

BLACK BOARD. The teacher will need a Black Board, with Iwo staffs drawn across it. A convenient size is found to be, say about six feet long and two and a half feet wide. The lines of the staff to be painted white, and about an inch apart. The board should be placed back of the teacher, and in such a position as that when the pupils face him they will have a full view of it. With common chaik (prepared or refined is better) he should write the examples, rhythmical, melodic, and dynamic by way of illustration and for practise. He should always go on the principle of teaching one thing at a time, and not proceed until each lesson is understood. A small light rod or stick, two or three feet long, will be found convenient for pointing to the board, and for beating time.

SINGING BY ROTE. In the first commencement of a school it is very desirable to introduce

immediately, singing by rote. Its advantages are, 1st. It affords variety and gratifies the pupils

2d. It has a tendency to improve both the car and the voice

3d. It gives the teacher an opportunity to correct numerous faults, as it respects the delivery

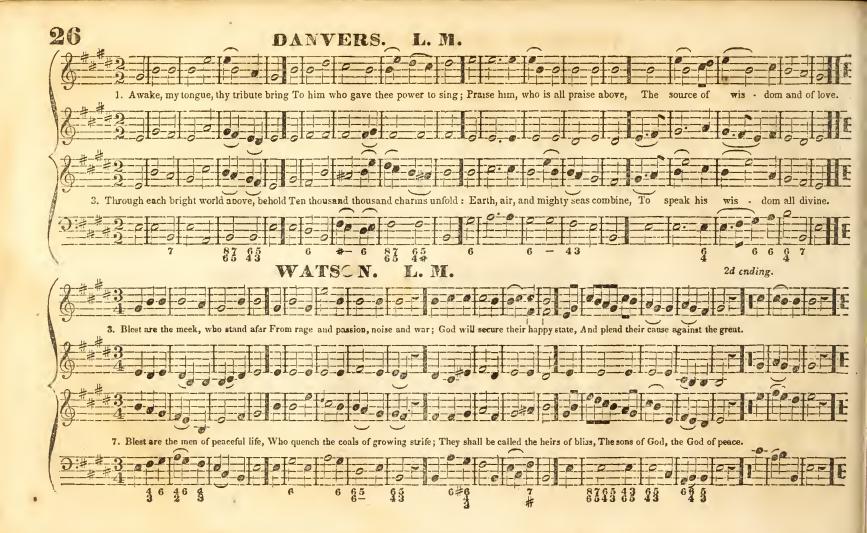
of the voice, quality of tone, and style and manner of performance. Singing by rote may profitably occupy, perhaps, at different intervals, a quarter of the time

more so; for, while one depends almost exclusively on intellectual application and exertion, the other depends essentially on the cultivation of taste, and of those faculties which can only be gradually improved by an industrious, patie and persevering course of provise.

BOSTON ACADEMY'S

COLLECTION OF CHURCH MUSIC.













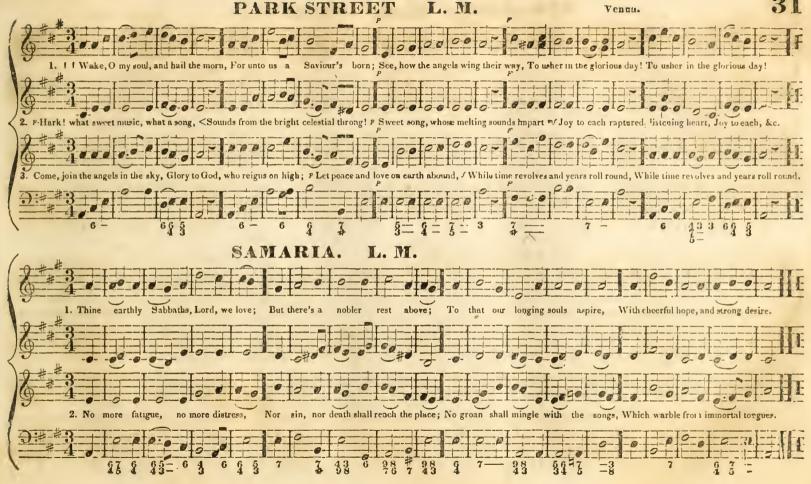
Awake my tongue—awake my lyre, With morning's earliest dawn arise; To songs of joy my soul inspire, And swell your music to the skies.

With those, who in thy grace abound, To thee I'll raise my thankful voice; While every land—the earth around, Shall hear—and in thy name rejoice.

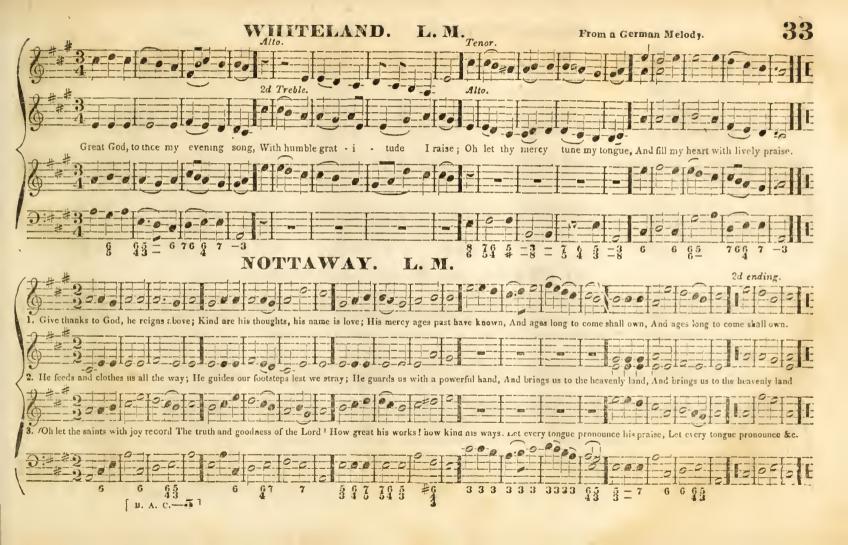
Eternal God, celestial King,
Exalted be thy glorious name;
Let hosts in heaven thy praises sing,
And saints on earth thy love proclaim.
Church Psalmody, Ps. 57. 4th Pt.

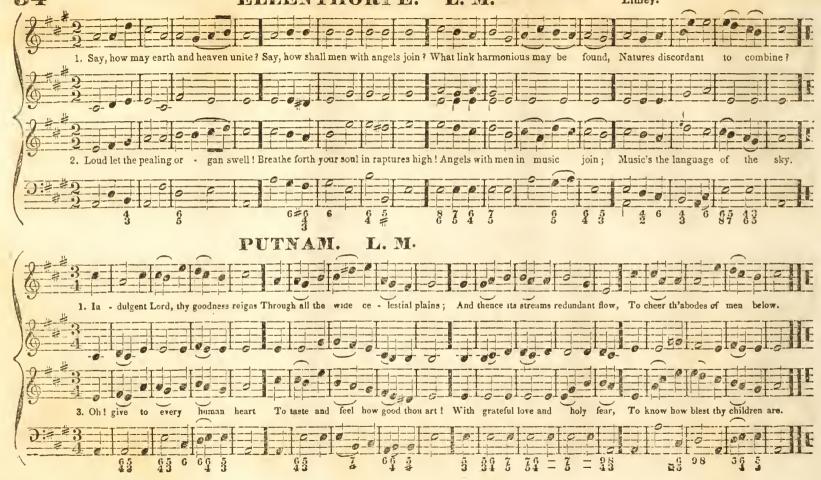










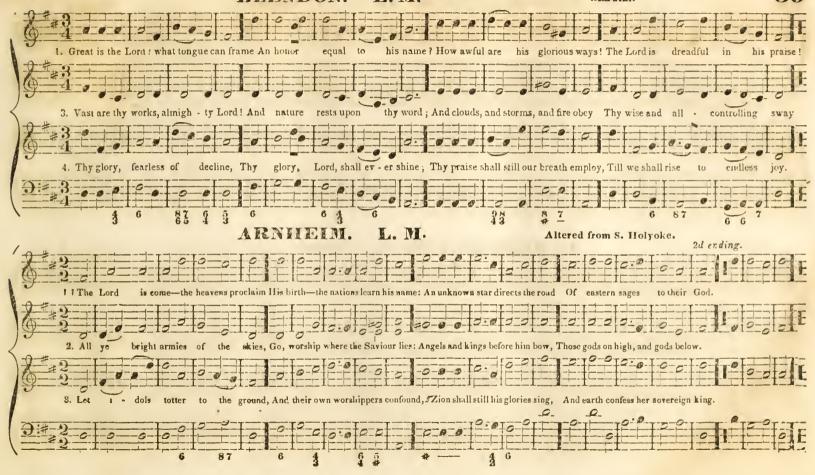


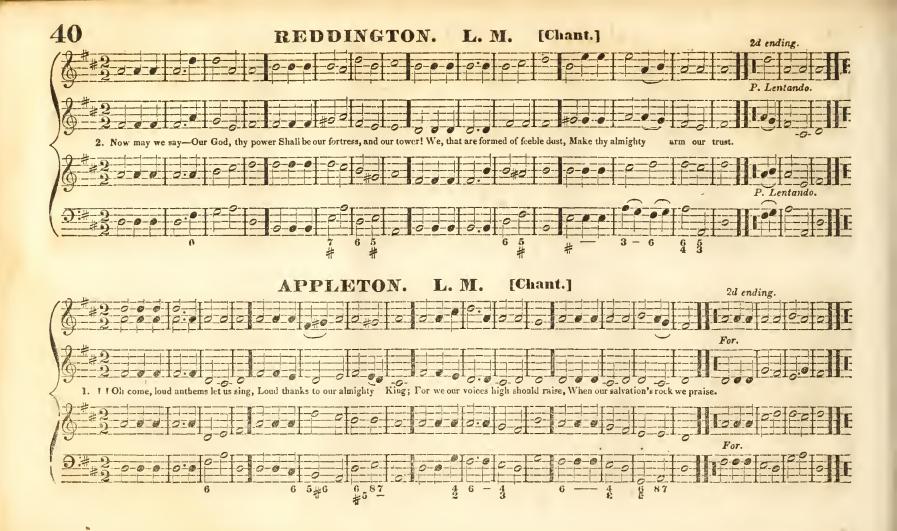








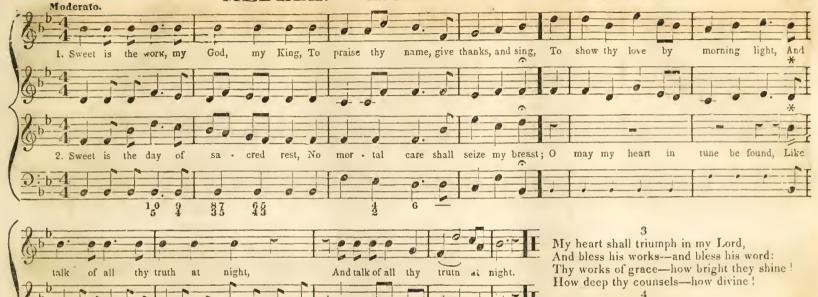












And talk of all · · · thy truth at night. sol - emu sound, Like David's

harp

Sure I shall share a glorious part, When grace hath well refined my heart, And fresh supplies of joy are shed, Like holy oil, to cheer my head.

Then shall I see-and hear-and know All I desired, or wished below, And every power find sweet employ, In that eternal world of joy.

Church Psalmody, Ps. 92.

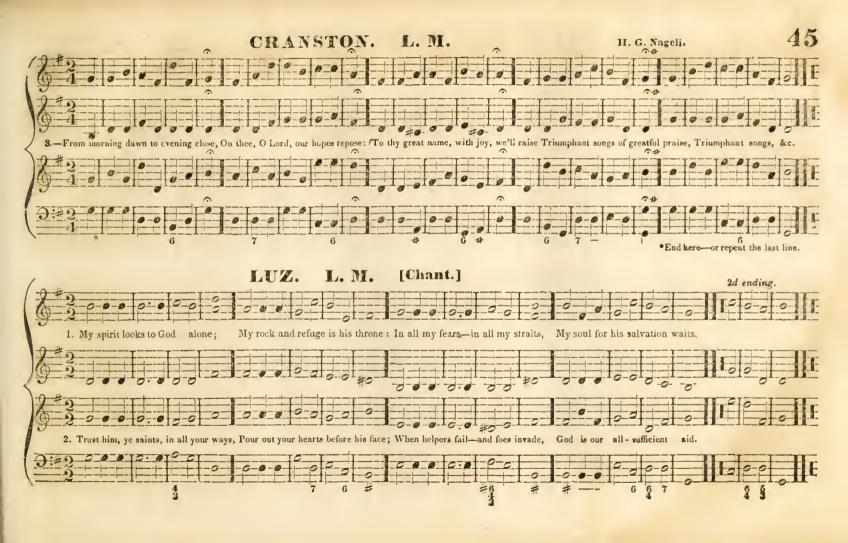
• From this place to the end of the tune, the Treble and Alto may change parts, the Alto singing the Treble an 8v lower than it is written. Such transpositions, when they can be made without violating the rules of counterpoint, may be often rendered effective, and they afford a pleasing variety in singing several stanzas.

of

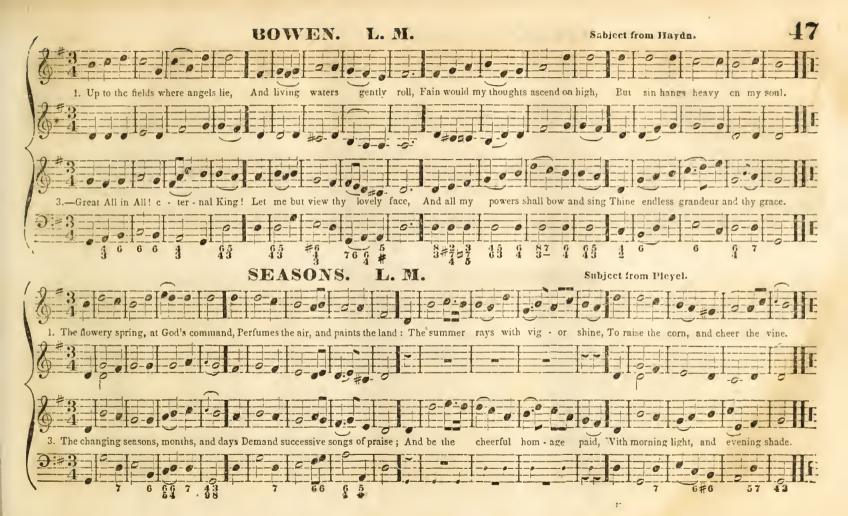
sol . emn sound.

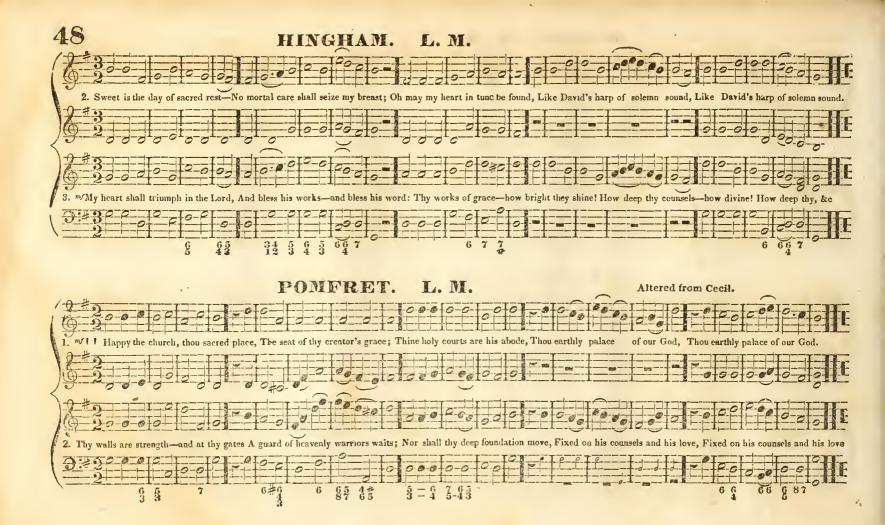
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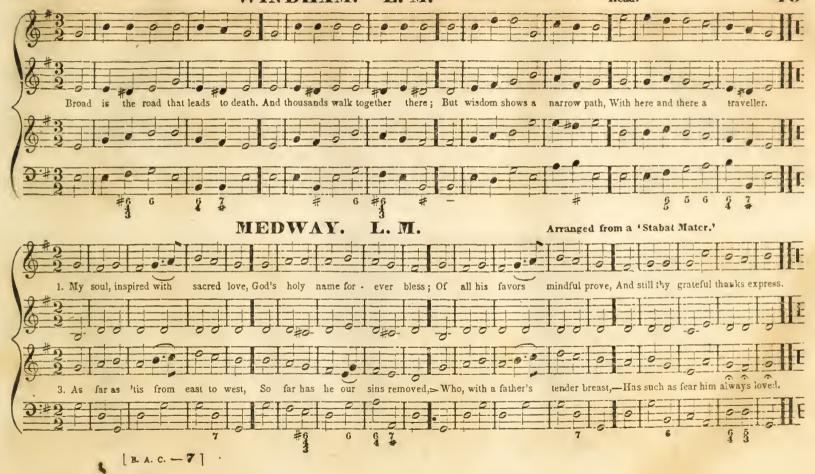


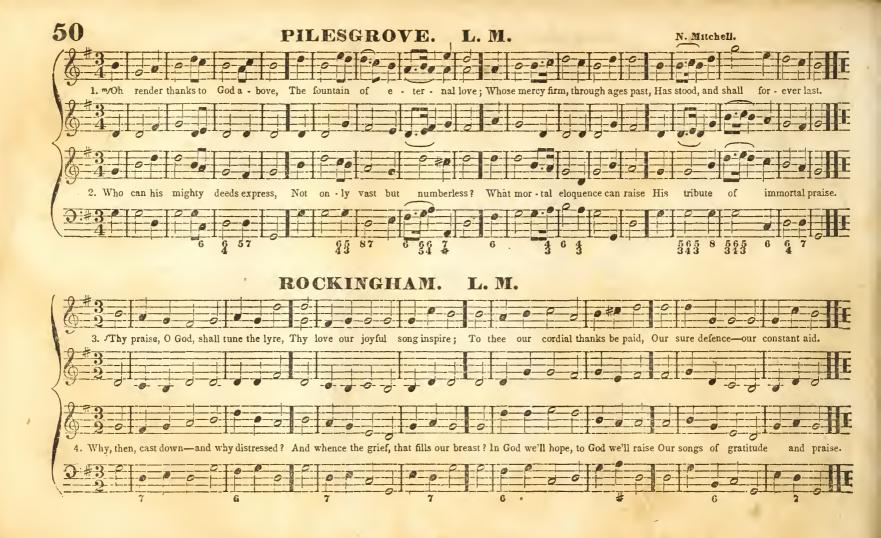


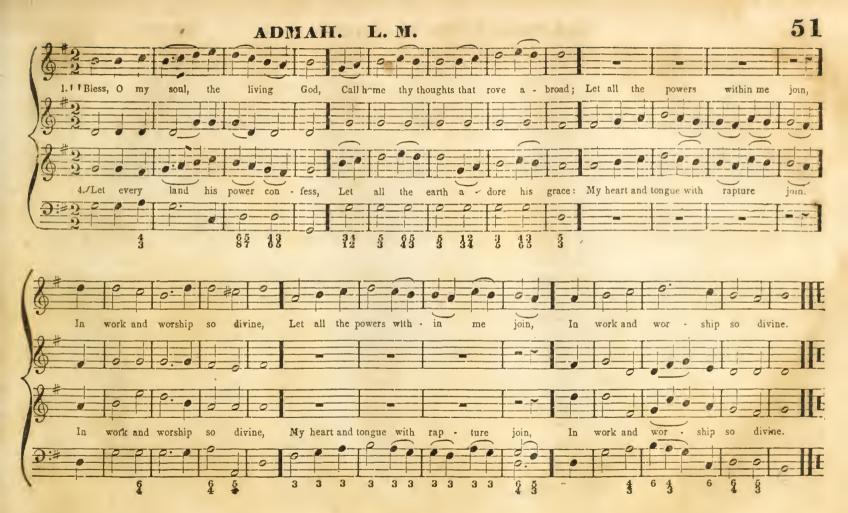






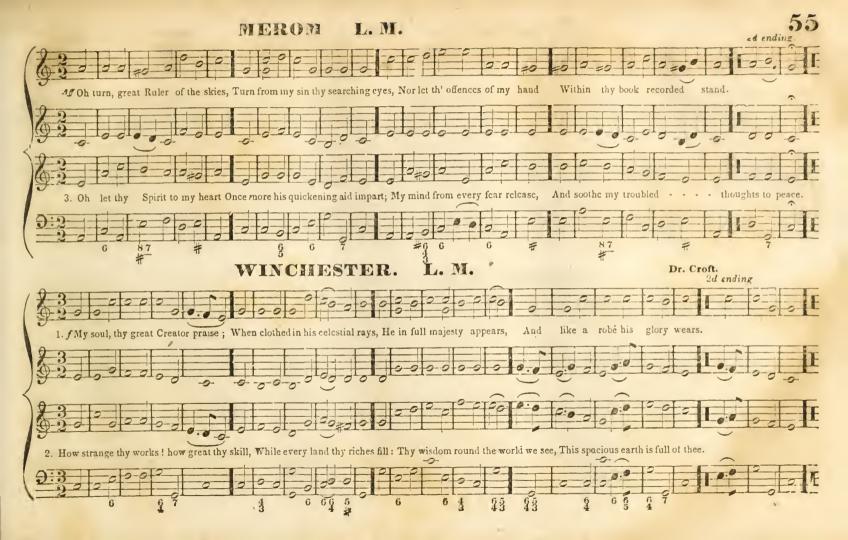


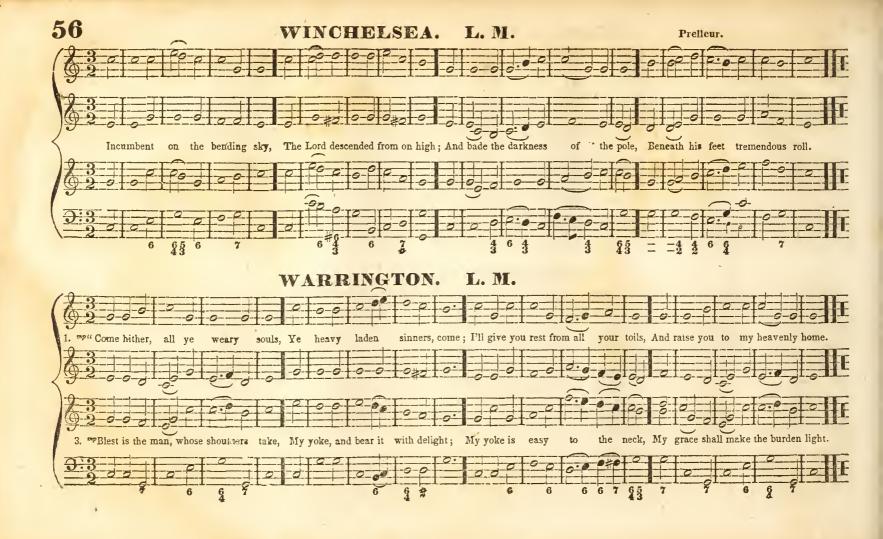




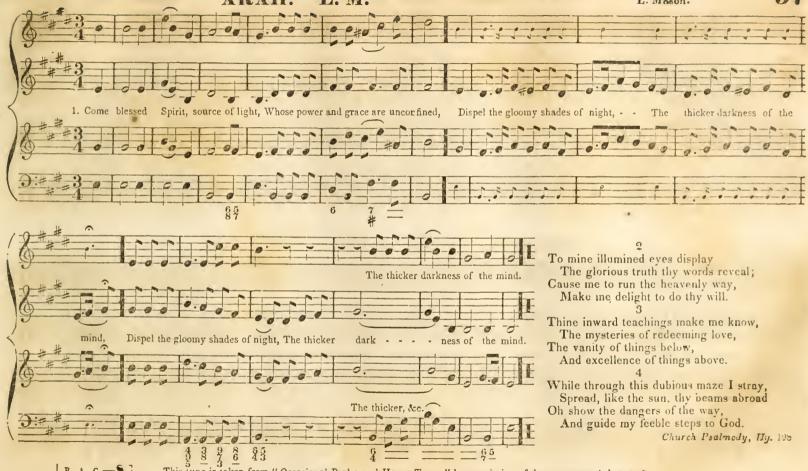




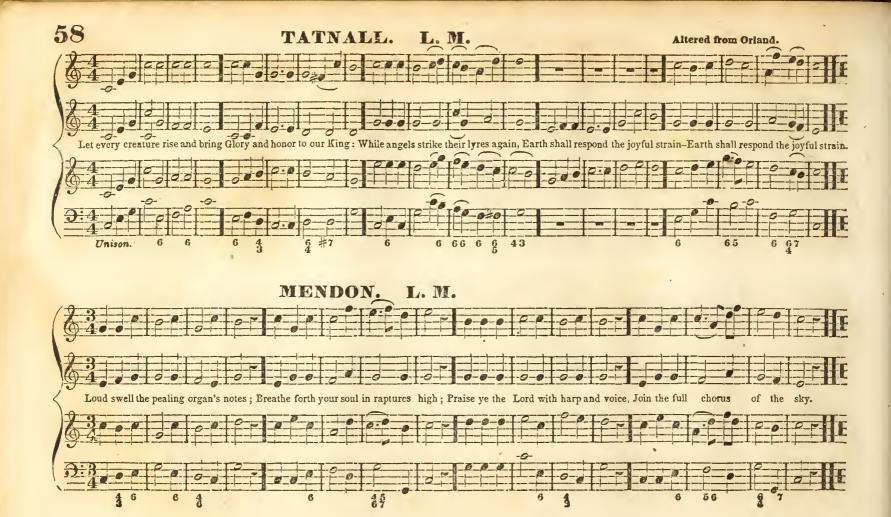








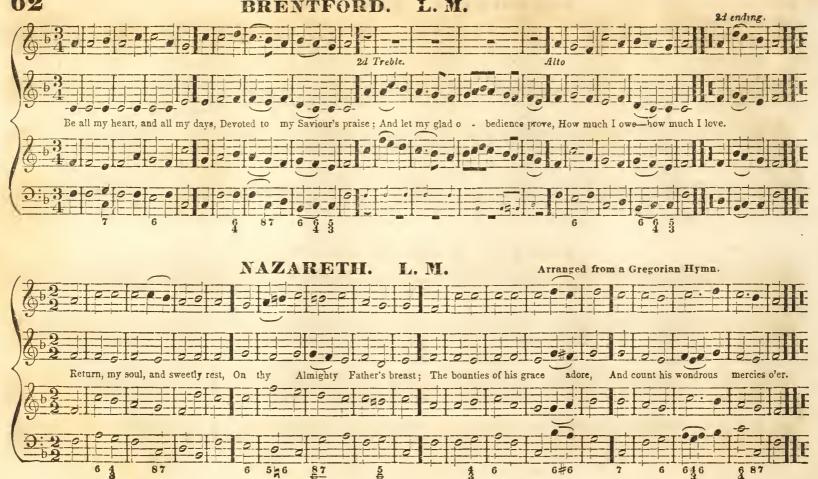
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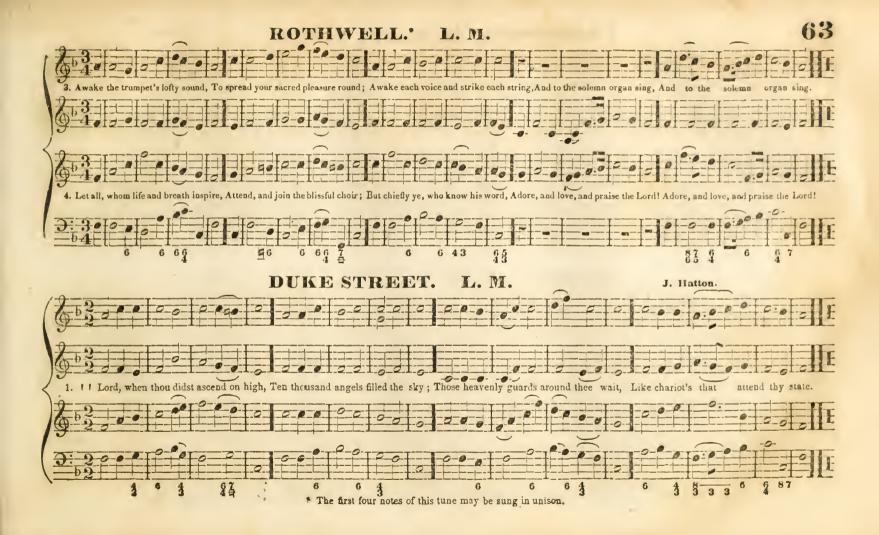


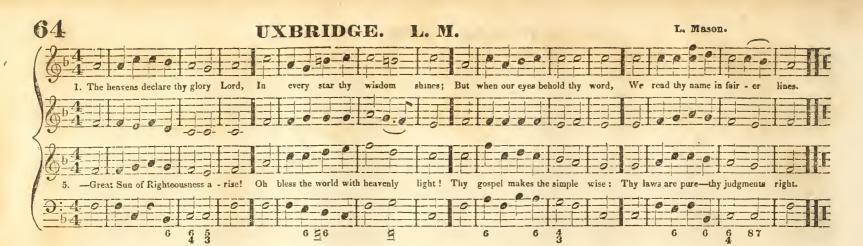


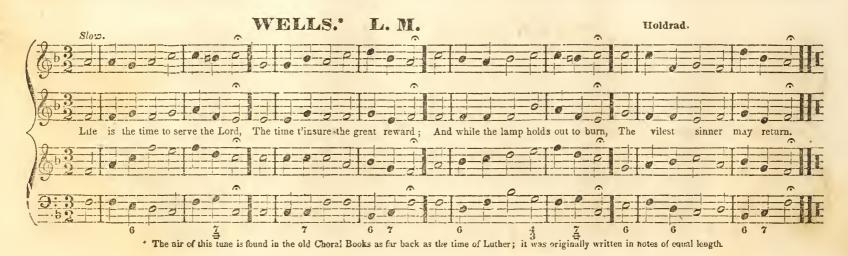






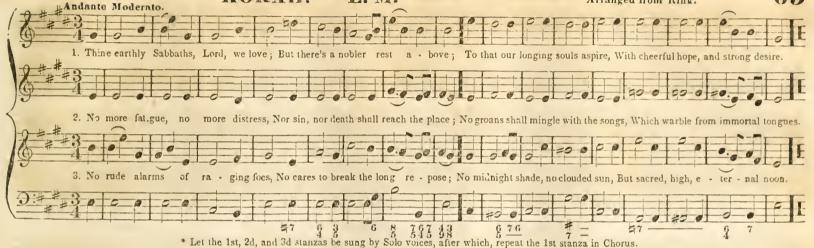


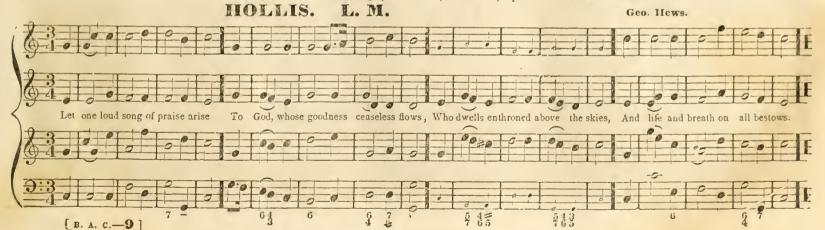


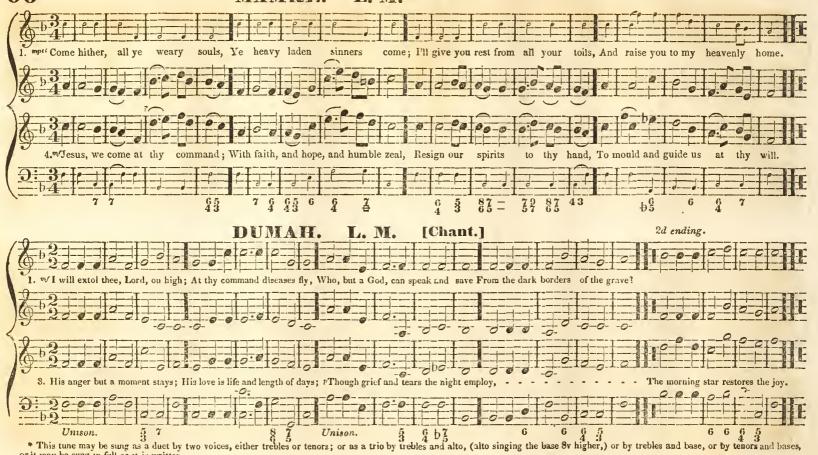






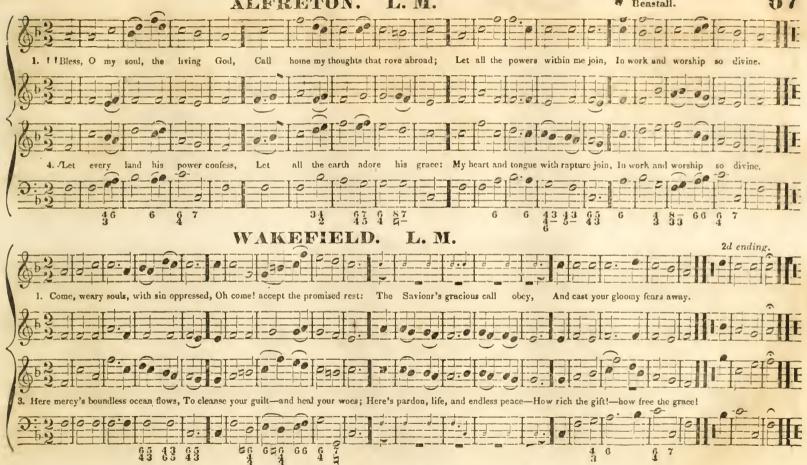


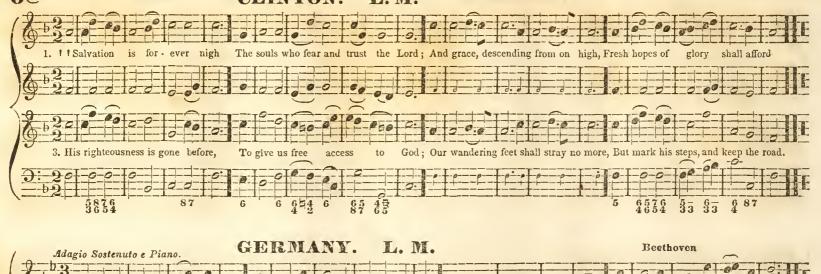




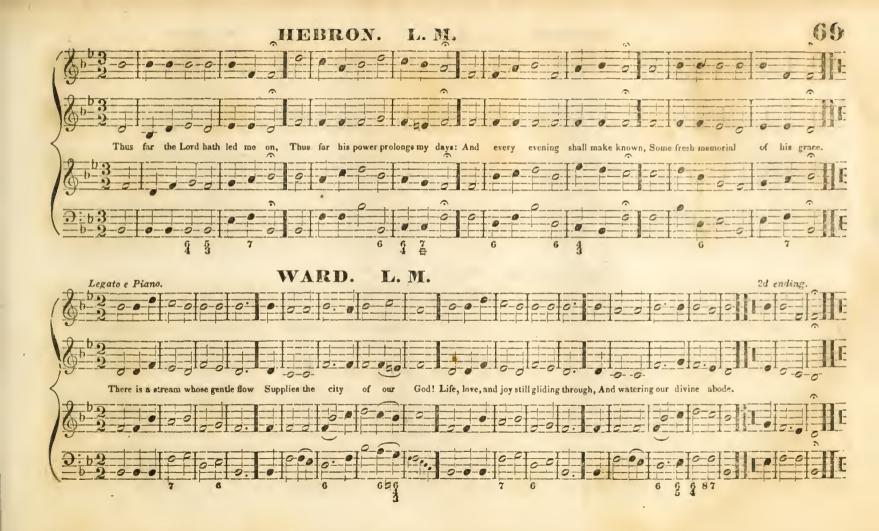
or it may be sung in full as it is written



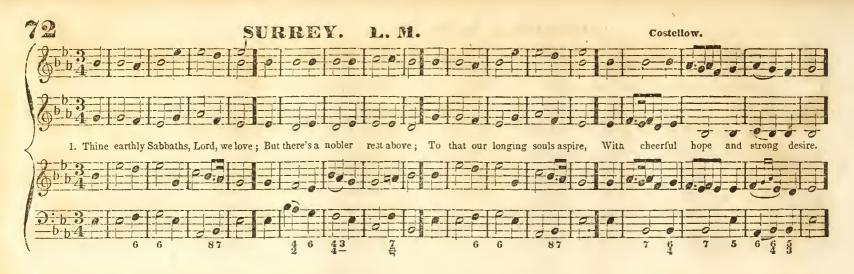














2

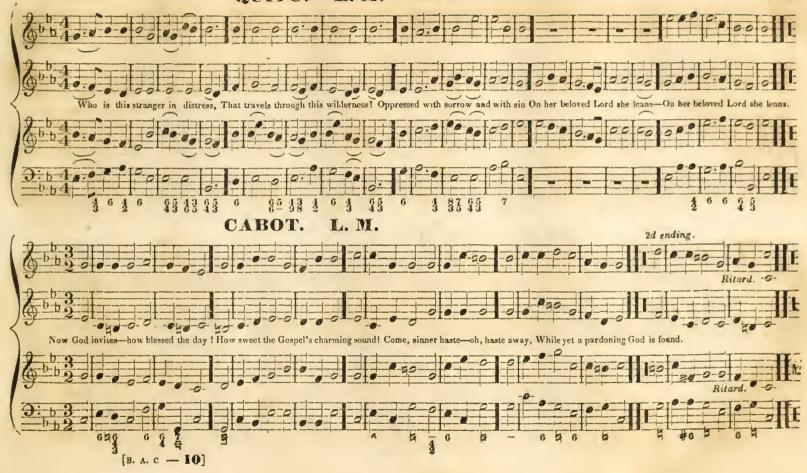
No more fatigue—no more distress, Nor sin, nor death shall reach the place; No growns shall mingle with the songs, Which warble from immortal tongues.

3

No rude alarms of raging foes, No cares to break the long repose; No midnight shade—no clouded sun— But sacred, high, eternal noon.

Thine earthly Sabbaths, Lord, we love; But there's a nobler rest above; To that our longing souls aspire, With cheerful hope, and strong desire.

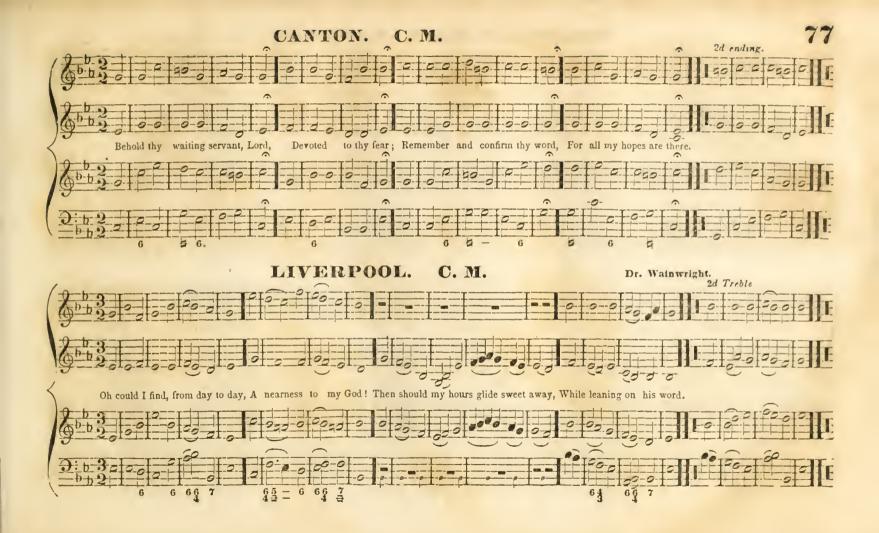
Church Psalmody, Hy. 454



* See note to Mamre, page 66.

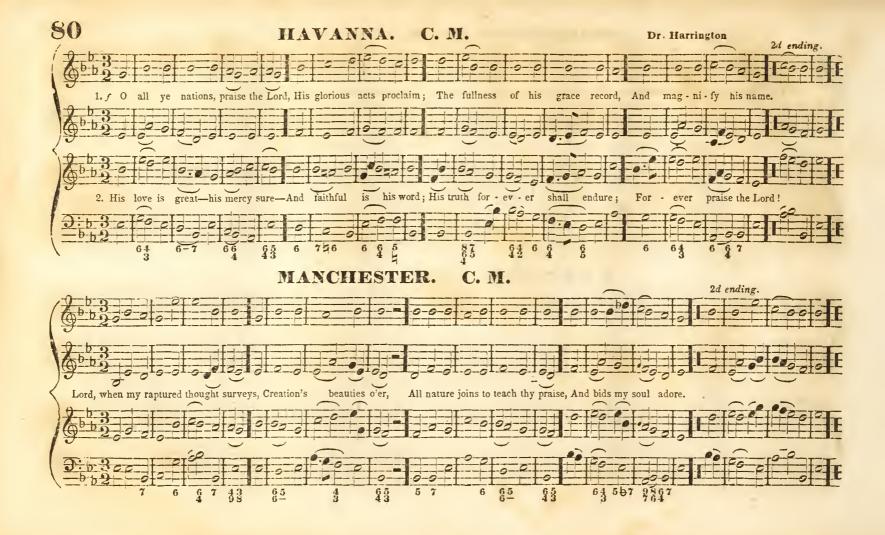


6 34 65





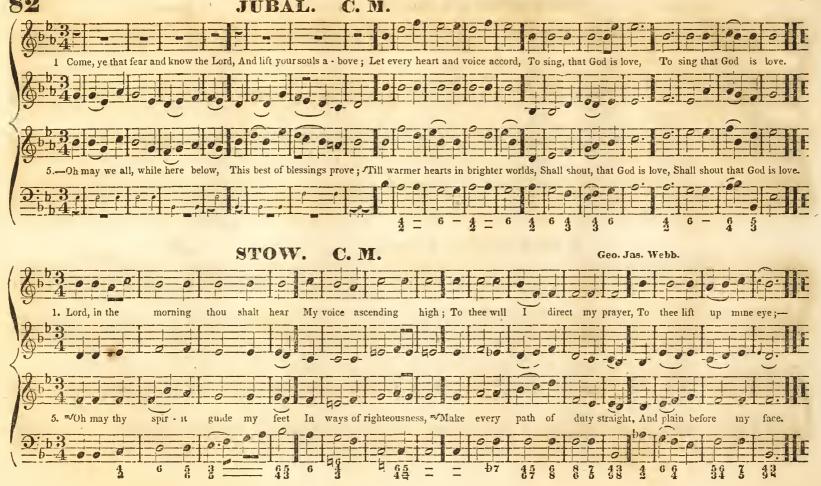


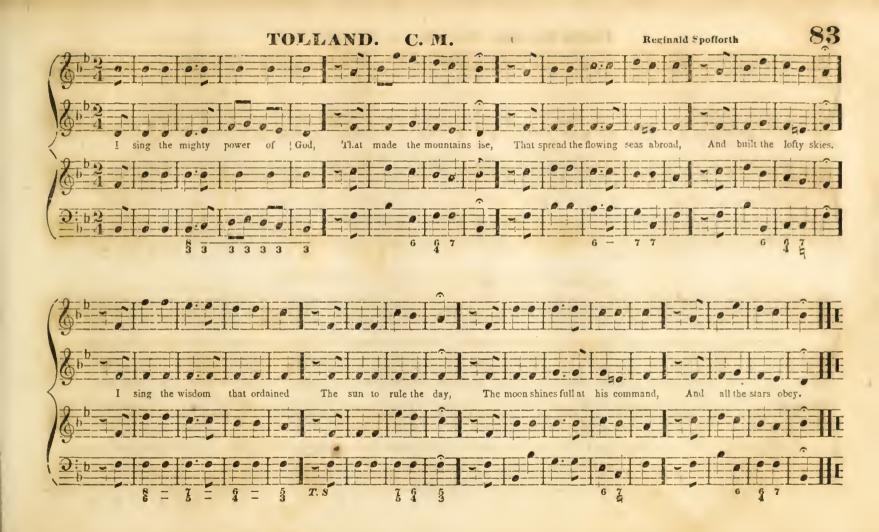










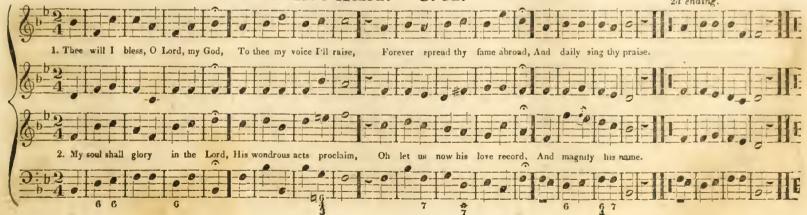


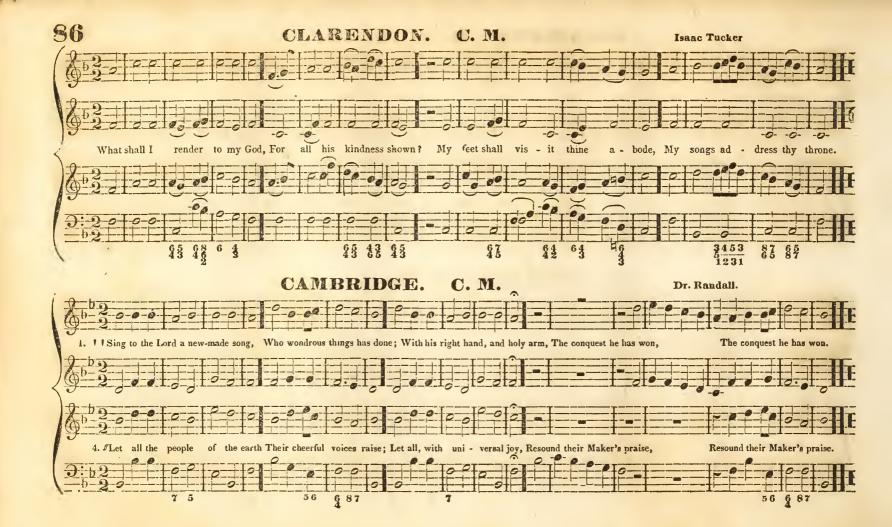


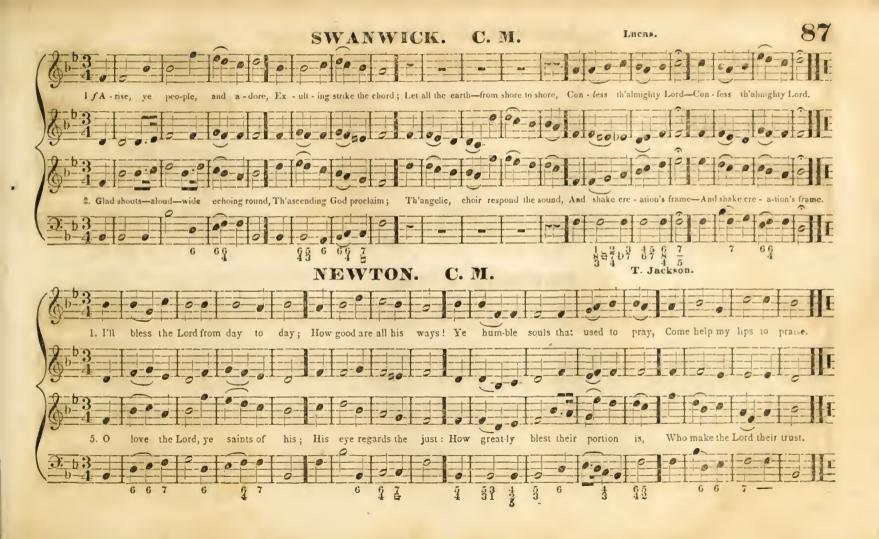


C. M.







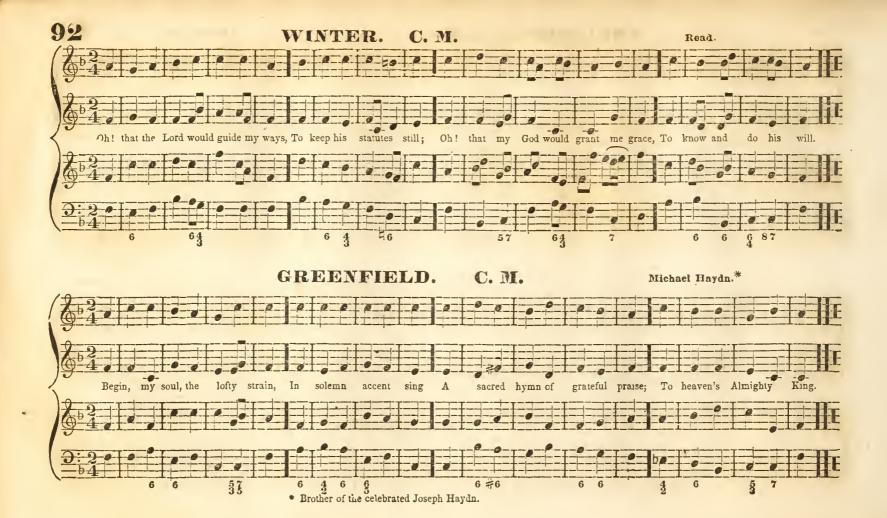


















DUNDEE.* C. M.



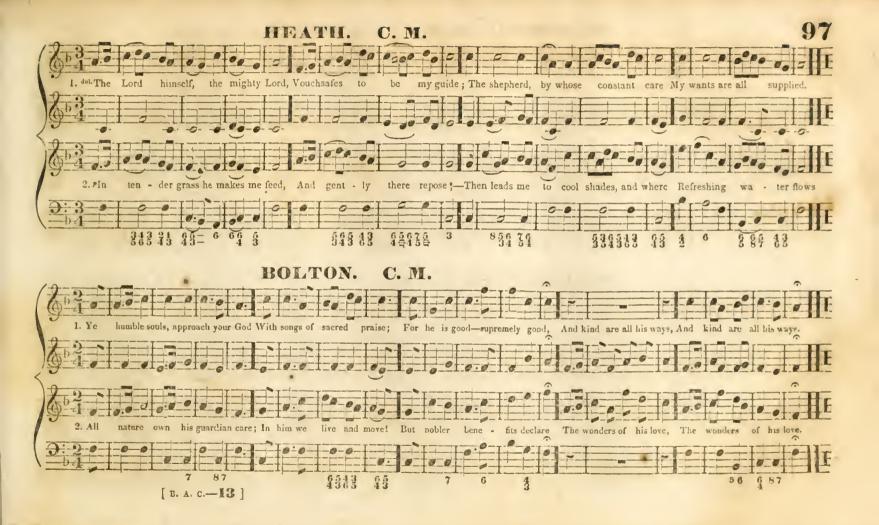


Dr. Croft.













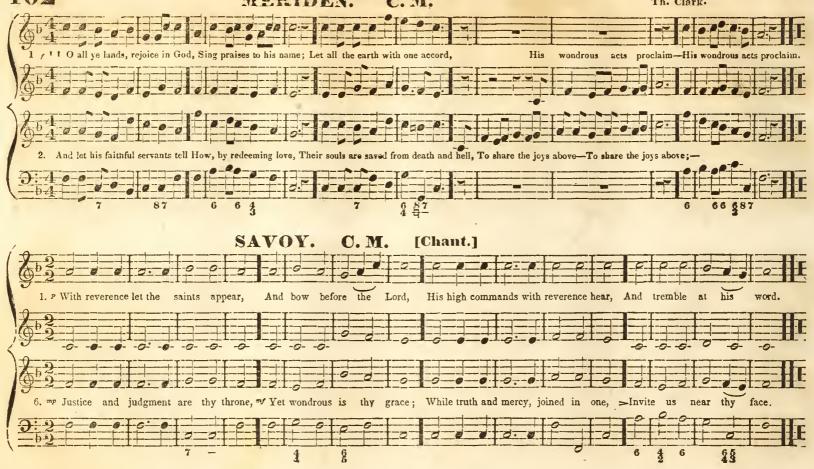




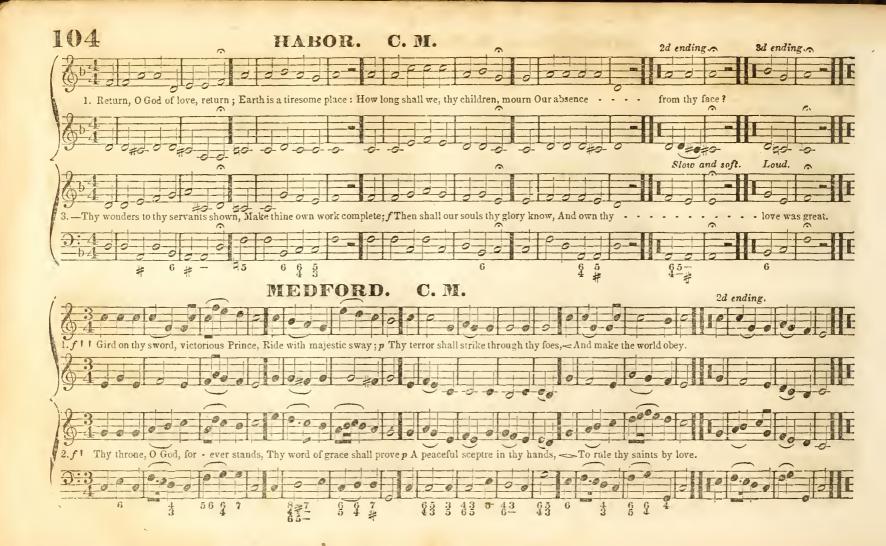




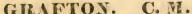
Th. Clark.

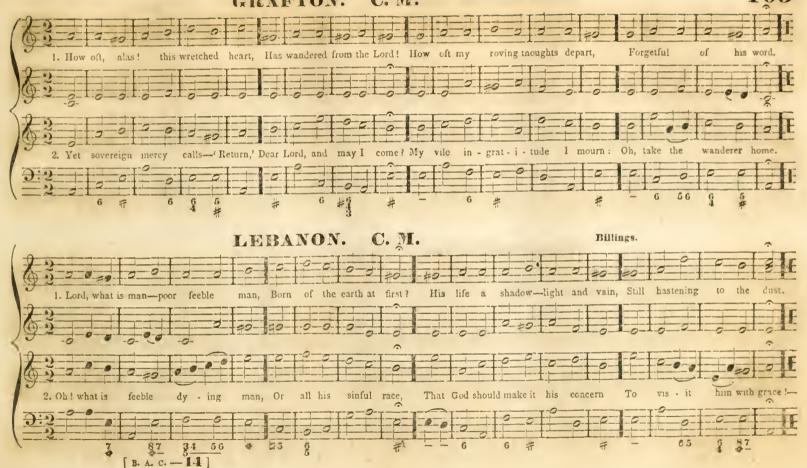


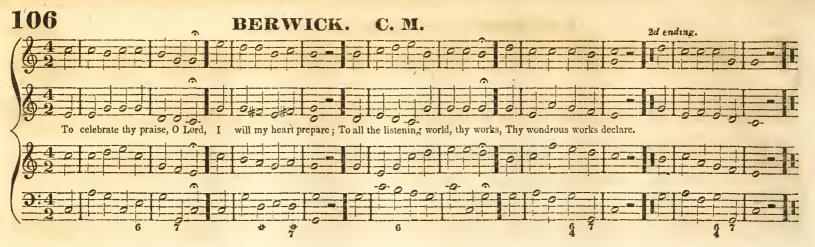






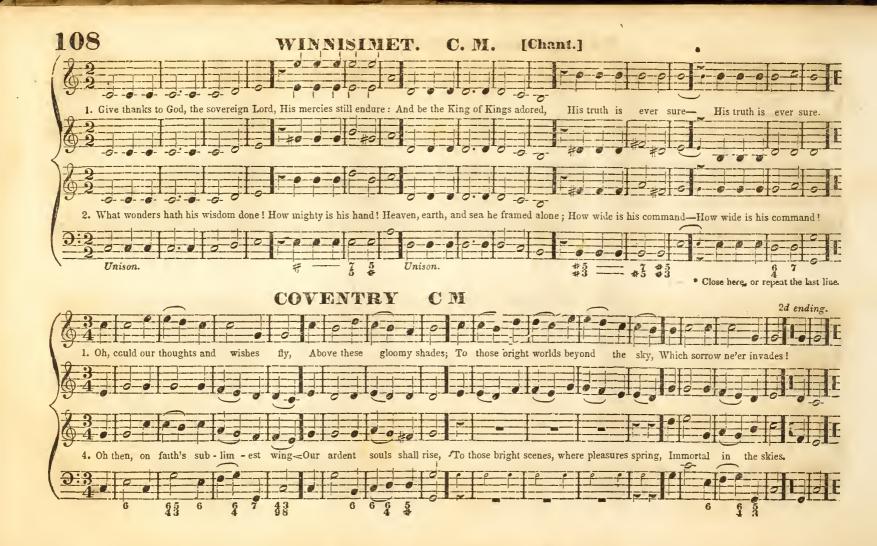




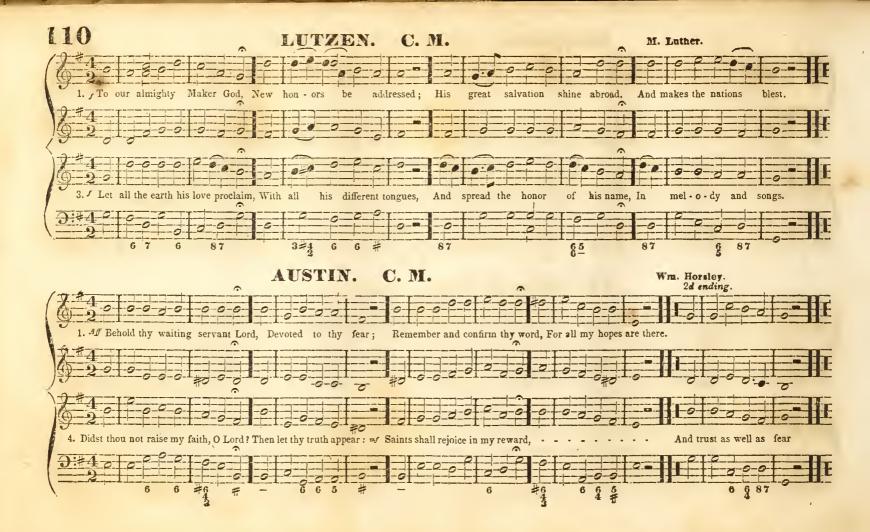








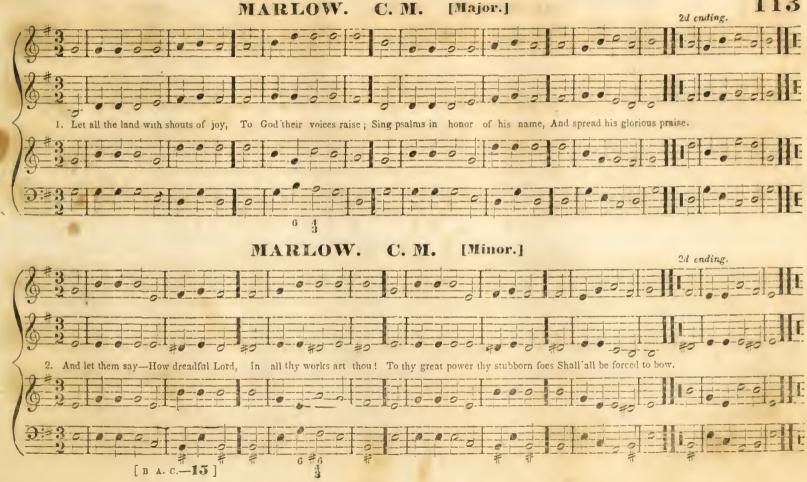


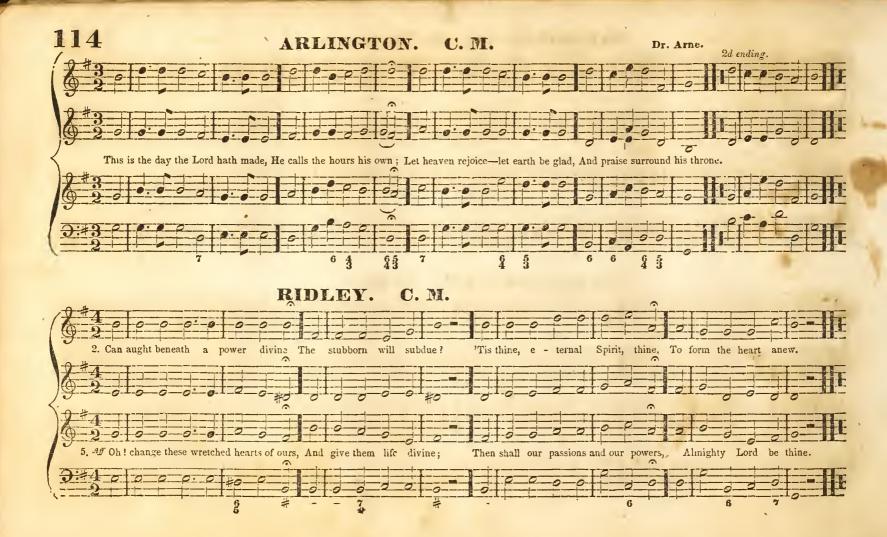






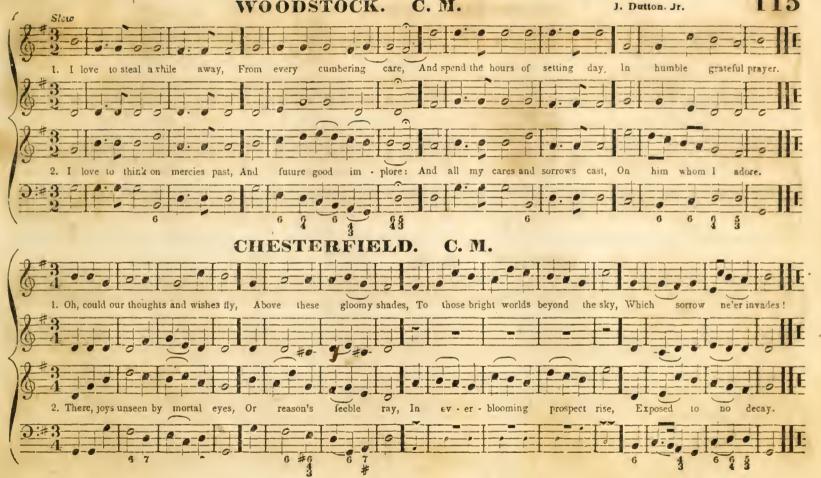


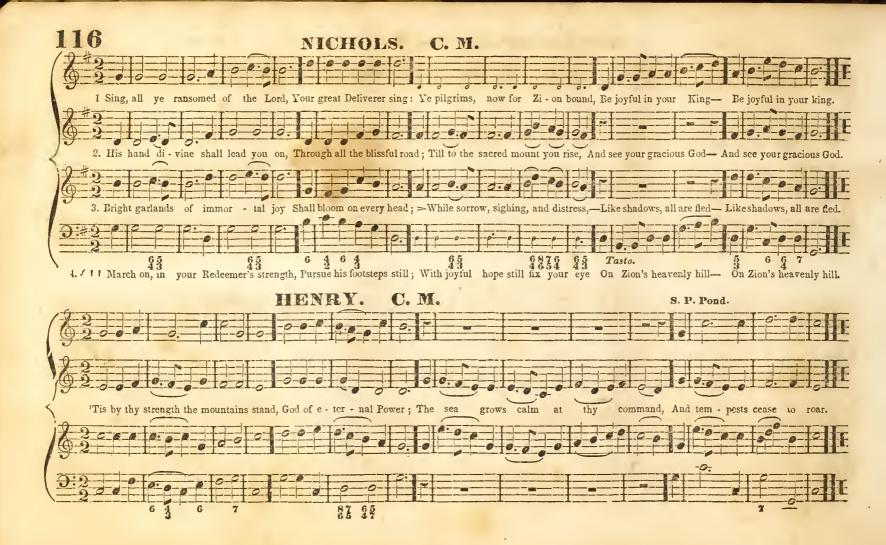




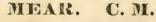








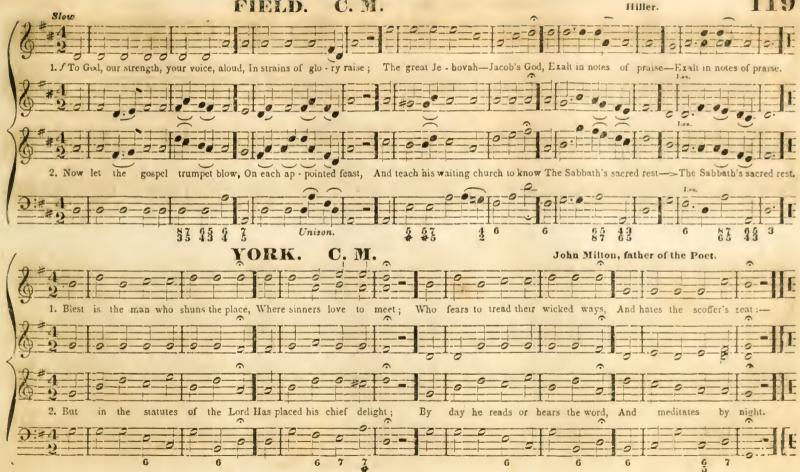






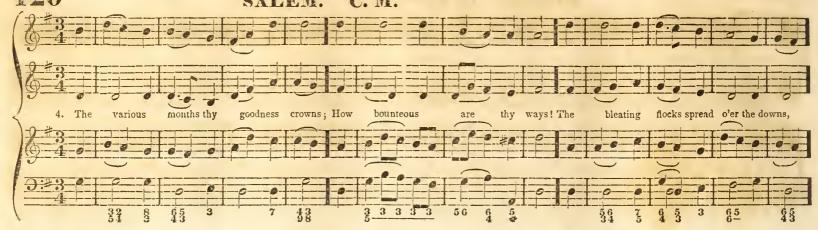








SALEM. C. M.





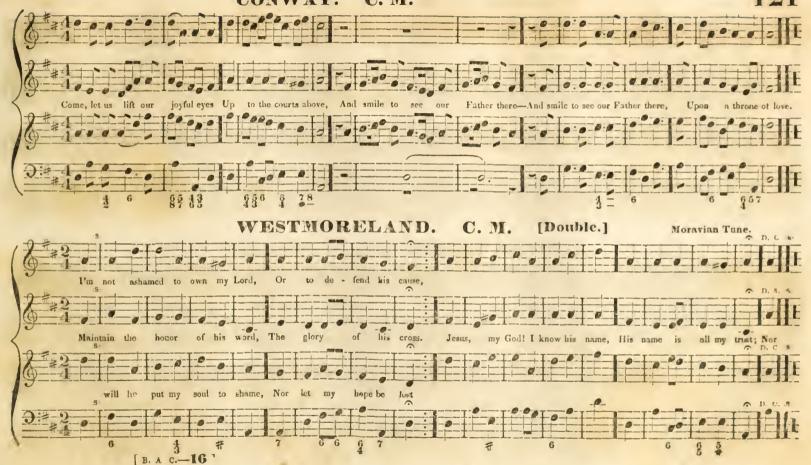
The Lord is good, the heavenly king, He makes the earth his care; Visits the pastures every spring, And bids the grass appear.

The times and seasons—days and hours, Heaven, earth, and air are thine; When clouds distil in fruitful showers, The author is divine.

The softened ridges of the field Permit the corn to spring; The valleys rich provision yield, And all the laborers sing. Church Psalmody, Ps 65th, 4th Pt.











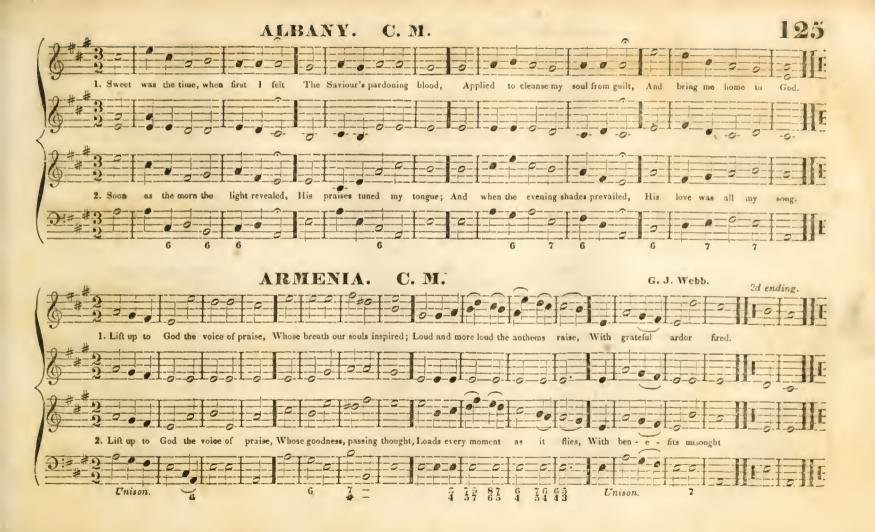






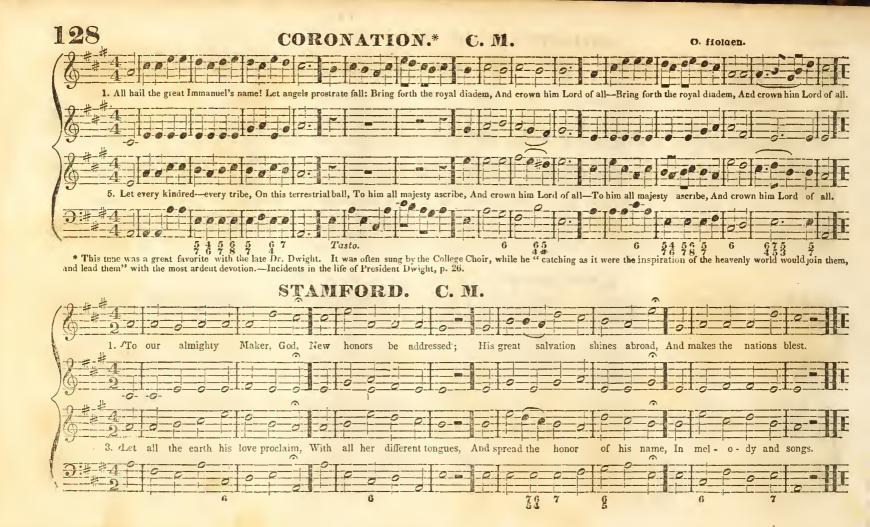




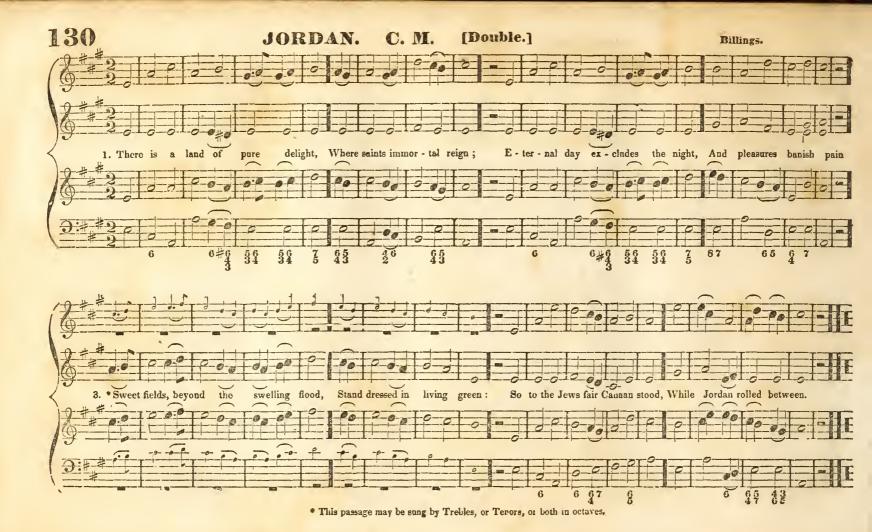












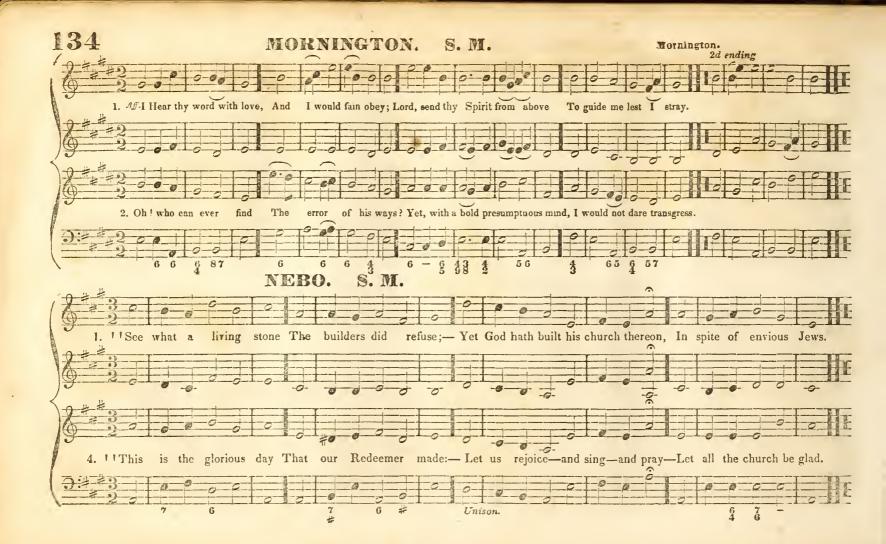






PADDINGTON. S. M.

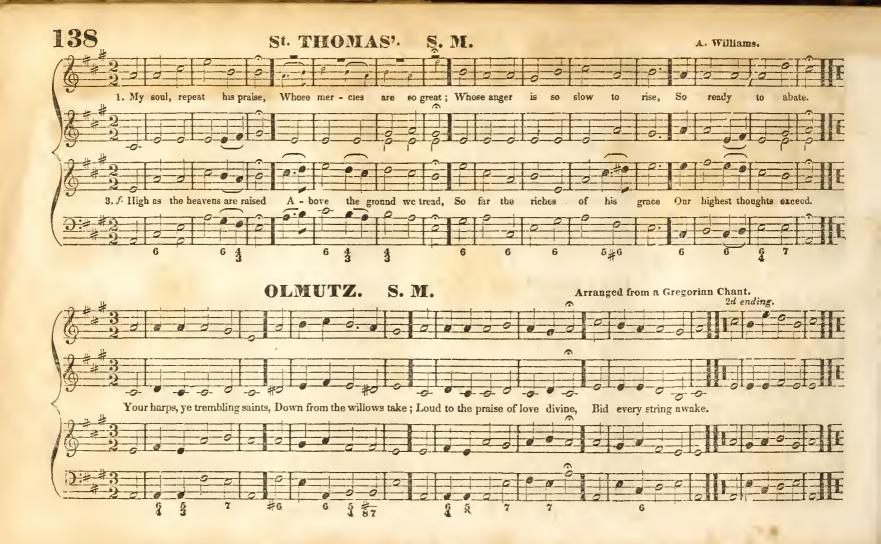
















Forgiveness, love, and peace, Glad heaven aloud proclaims; And earth the Jubilee's release, With eager rapture, claims,

Far, far to distant lands The saving news shall spread; And Jesus all his willing bands, In glorious triumph lead.

Church Psalmody, Hy. 239.

music more can

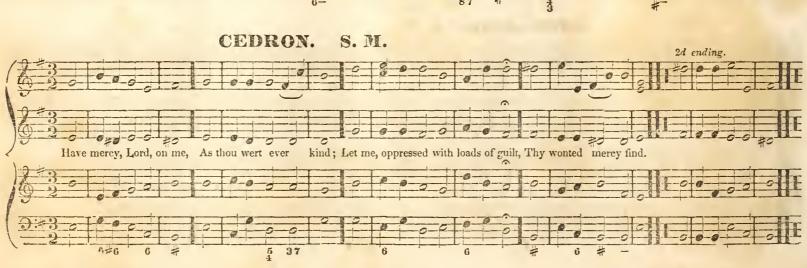
^{*} This tune is taken from "Occasional Psalm and Hymn Tunes." by permission of the proprietor of that work

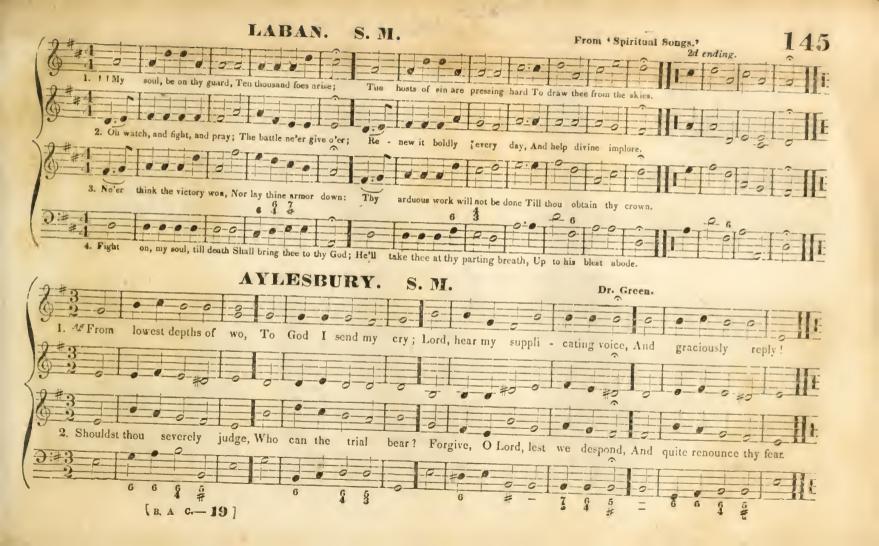














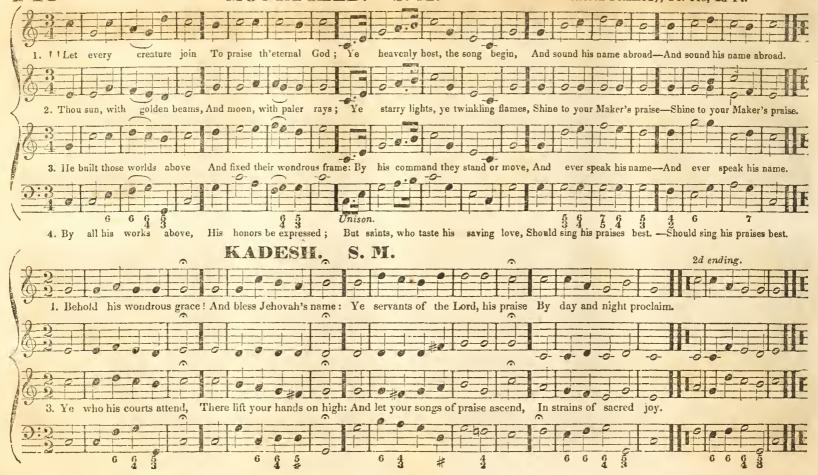
LITTLE MARLBOROUGH. S.M.



TROAS. S. M.



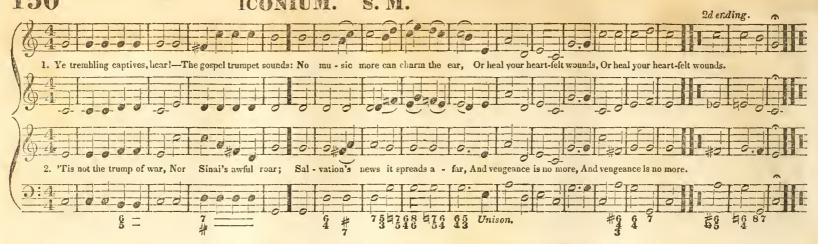




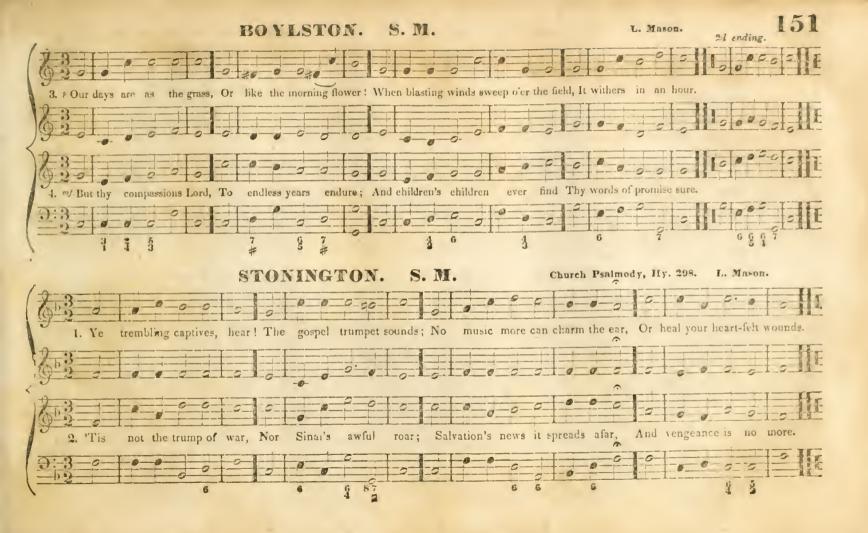


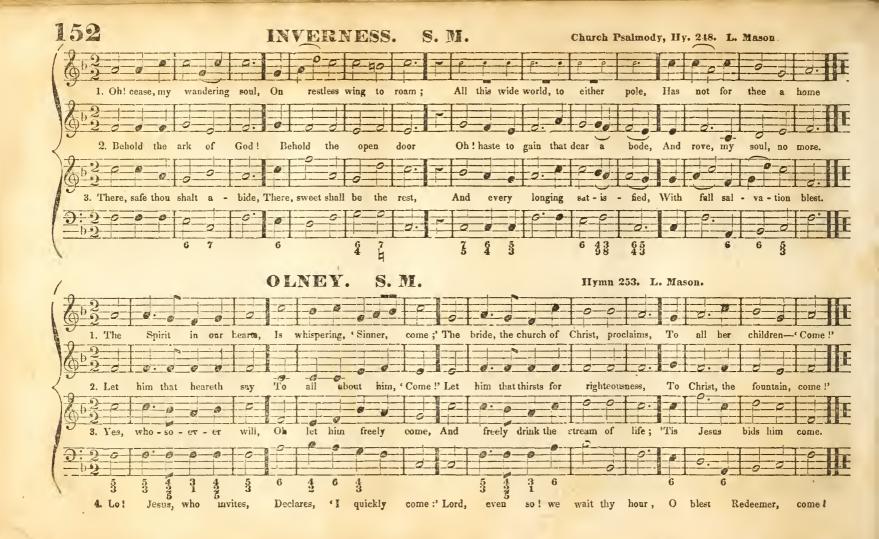


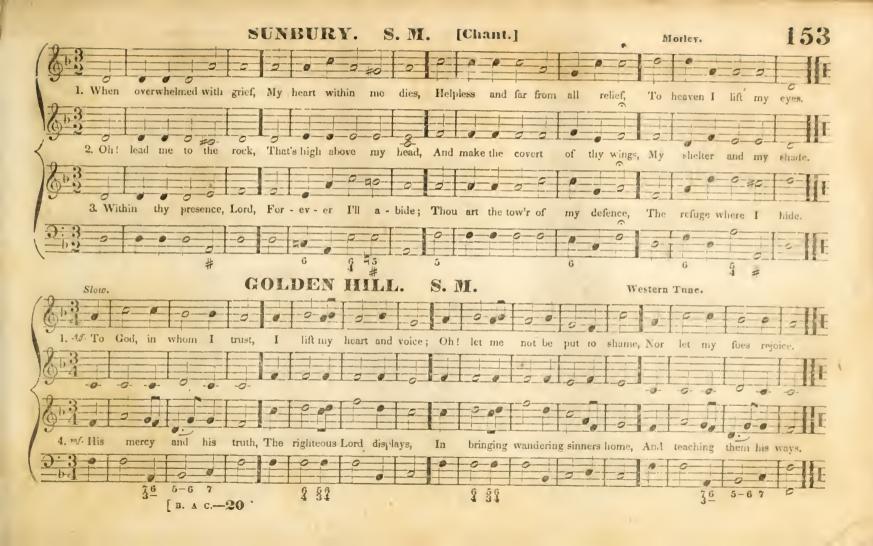


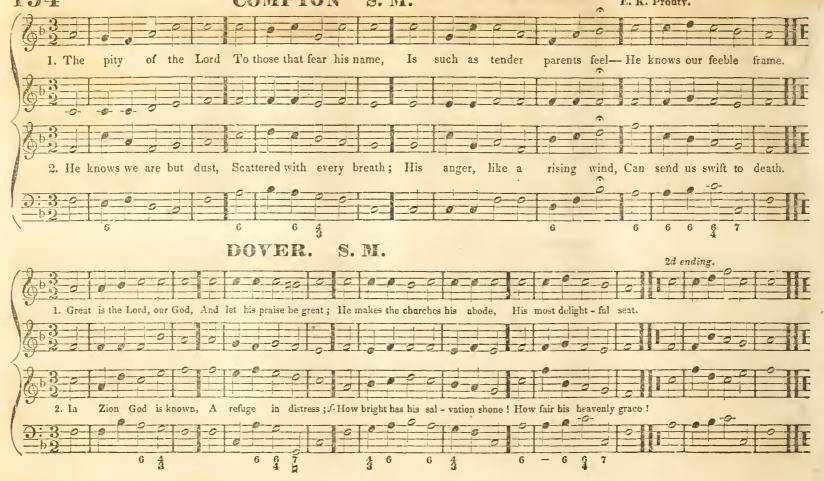




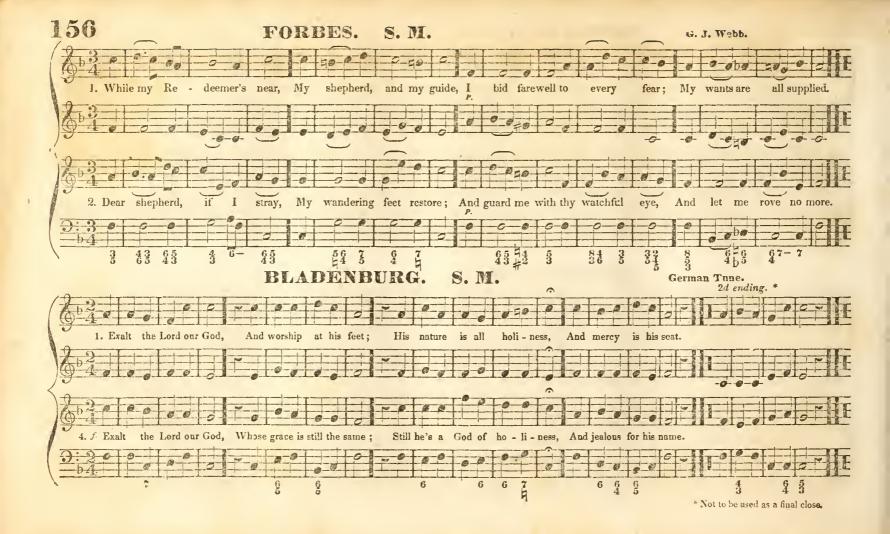










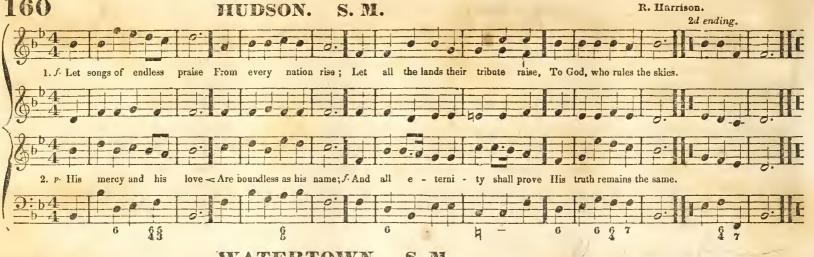








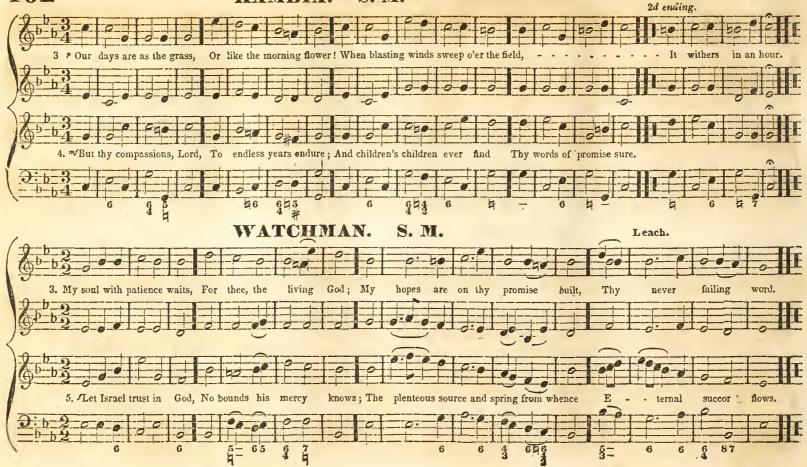


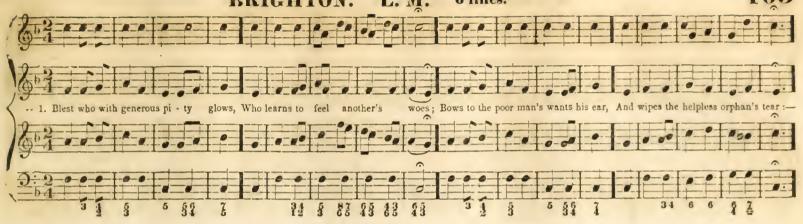


WATERTOWN. S. M.











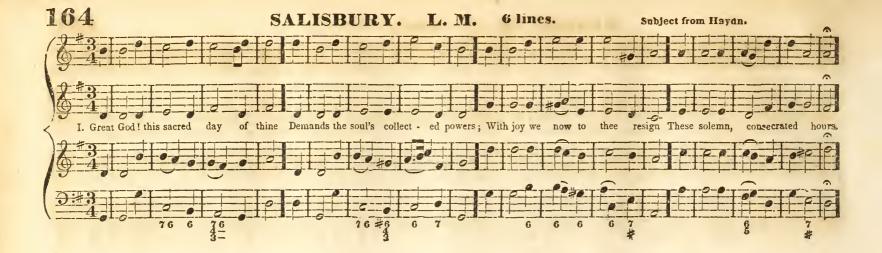
1

Blest who with generous pity glows, Who learns to feel another's woes, Bows to the poor man's wants his ear, And wipes the helpless orphan's tear:—— In every want—in every wo, Himself thy pity, Lord, shall know.

2

Thy love his life shall guard—thy hand Give to his lot the chosen land; Nor leave him, in the dreadful day, To unrelenting foes a prey. In sickness thou shalt raise his head,

Les. And make with tenderest care his bed





All-seeing God! thy piercing eye
Can every secret thought explore;
May worldly cares our bosoms fly,
And where thou art intrude no more:
Oh may thy grace our spirit move,
And fix our minds on things above!

3
Thy Spirit's powerful aid impart,

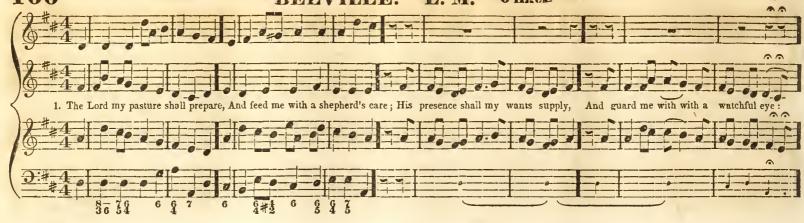
And bid thy word, with life divine,
Engage the ear—and warm the heart;
Then shall the day indeed be thine:
Our souls shall then adoring own
The grace that calls us to thy throne.

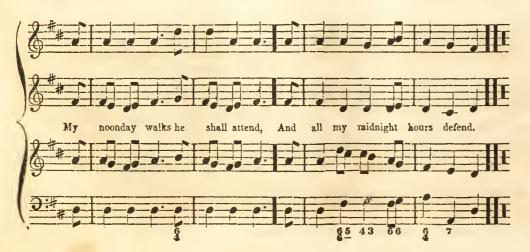
Thurch Psalmody, Hy. 450





BELVILLE. L. M. 6 lines.





When in the sultry glebe I faint,
Or on the thirsty mountain pant,
To fertile vales, and dewey meads
My weary, wandering steps he leads;
Where peaceful rivers, soft and slow,
—Amid the verdant landscape flow.

Though in the paths of death I tread, With gloomy horrors overspread,

✓ My steadfast heart shall fear no ill, For thou, O Lord, art with me still: Thy friendly rod shall give me aid, And guide me through the dreadful shade

—Though in a bare and rugged way,
Through devious lonely wilds I stray,
Thy presence shall my pains beguile:
The barren wilderness shall smile,
With sudden greens and herbage crowned
And streams shall murmur all around.

Church Psalmody, Ps. 23



Thy fear forbids my fect to stray, Thy promise leads my heart to rest.

And gives a free, but large reward.

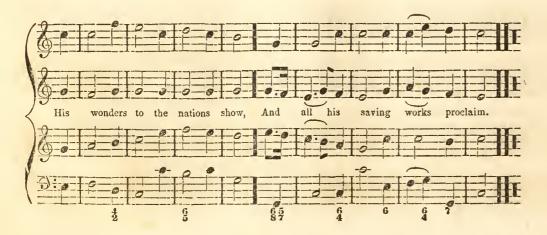
'Who knows the errors of his thoughts?
My God, forgive my secret faults,

And from presumptuous sins restrain:

Accept my poor attempts of praise,
That I have read thy book of grace
And book of nature not in vain.

Church Psalmody, Ps. 19. 1st Pt

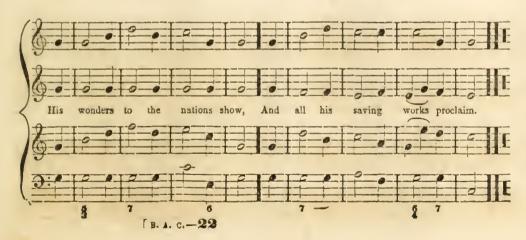




Let all the earth their voices raise,
To sing a psalm of lofty praise,
To sing and bless Jehovah's name
His glory let the heathen know,
His wonders to the nations show,
And all his saving works proclaim.

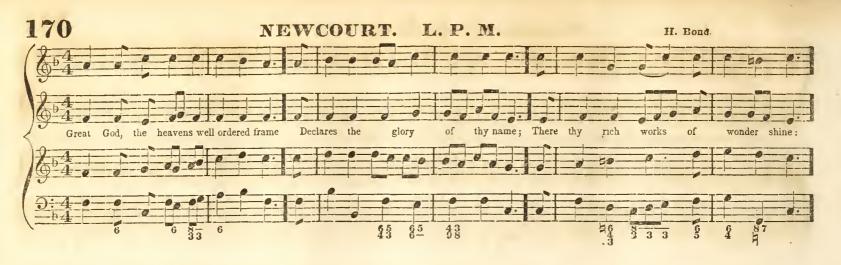
Oh! haste the day—the glorious hour,
When earth shall feel his saving power,
And barbarous nations fear his name
Then shall the race of man confess
The beauty of his holiness,
And in his courts his grace proclaim.
Church psalmody, Ps. 96. 1st Pt.

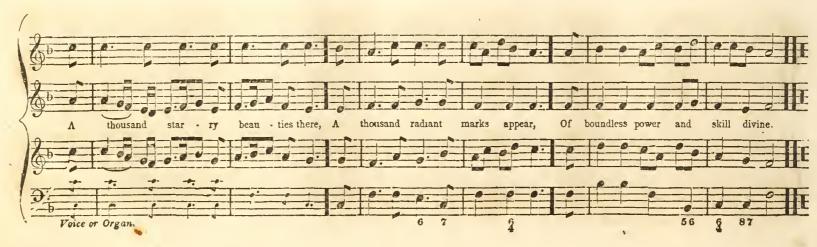




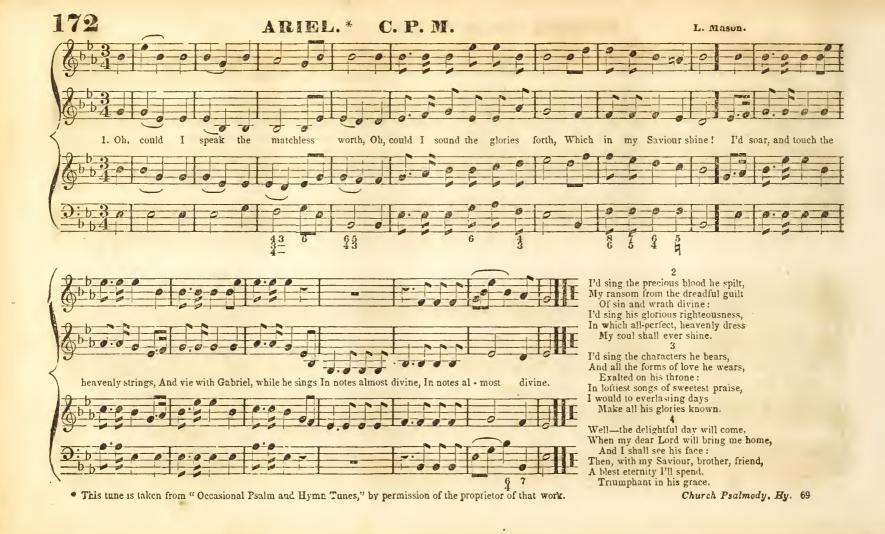
Let all the earth their voices raise,
To sing a psalm of lofty praise,
To sing and bless Jehovah's name;
His glory let the heathen know,
His wonders to the nations show,
And all his saving works proclaim.

Oh! haste the day—the glorious hour,
When earth shall feel his saving power,
And barbarous nations fear his name:
Then shall the race of man coniess
The beauty of his holiness,
And in his courts his grace proclaim.
Church Harmony, Hg. 96. 1st Pt

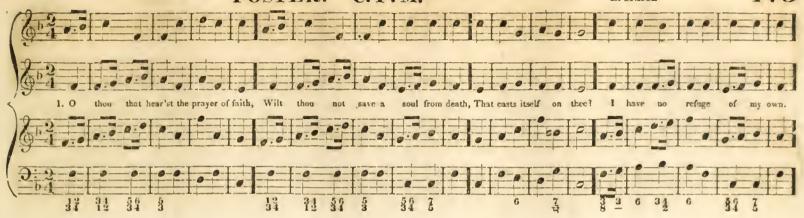














Slain in the guilty sinner's stead,
His spotless righteousness I plead,
And his availing blood:
That righteousness my robe shall be,
That merit shall atone for me,
And bring me near to God.

Then save me from eternal death,
The spirit of adoption breathe,
His consolations send:
By him some word of life impart,
And sweetly whisper to my heart,

'Thy maker is thy friend.'

"The king of terrors then would be
A welcome messenger to me,
To bid me come away:

'Unclogged by earth, or earthly things,
I'd mount, I'd fly, with eager wings,
To everlasting day.

Church Psalmody, Hy. 303





With holy joy I hail the day, That warns my thirsting soul away; What transports fill my breast! For, lo! my great Redeemer's power Unfolds the everlasting door, And leads me to his rest!

Hither, from earth's remotest end, Lo! the redeemed of God ascend, Their tribute hither bring: / Here, crowned with everlasting joy. In hymns of praise their tongues employ, And hail th' immortal King.

Church Psalmody, Ps. 122 4th Pt.









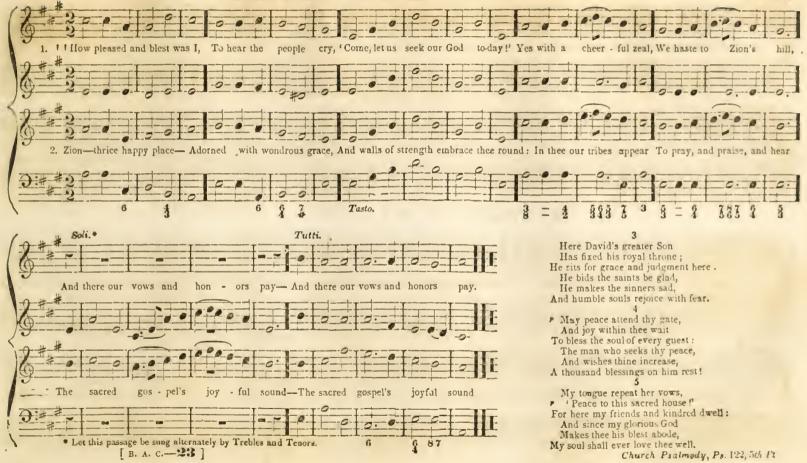
Slain in the guilty sinner's stead, His spotless righteousness I plead, And his availing blood: That rightcourness my robe shall be, That merit shall atone for me, And bring me near to God.

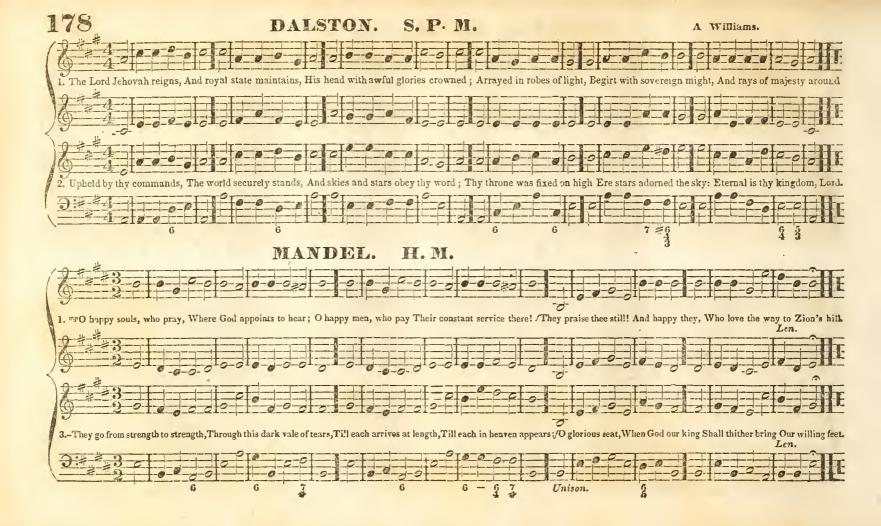
Then save me from eternal death, The spirit of adoption breathe, His consolations send: By him some word of life impart, , And sweetly whisper to my heart, 'Thy maker is thy friend.'

The king of terrors then would be A welcome messenger to me, To bid me come away : . Unclogged by earth, or earthly things, I'd mount, I'd fly, with cager wings, To everlasting day.

Church Psatmody, Hy. 203

















He gilds thy mourning face
With beams which cannot fade:
His all-resplendent grace
He pours around thy head:
The nations round | With lustre new
Thy form shall view, | Divinely crowned.

In honor to his name,
Reflect that sacred light;
And loud that grace proclaim,
Which makes thy darkness bright:
Pursue his praise,
Till sovereign love,
The glory raise.
Church Psalmody, Hy. 526



Auspicious morn! thy blissful rays Bright seraphs hail, in songs of praise.

The small notes in this line give the tune in the usual way 678 5 678 6 6 6 7

-Gird on, great God thy sword.
Ascend thy conquering car
While justice, truth, and love
Maintain the glorious war:

> Victorious, thou thy foes shalt tread, I And sin and hell in triumph lead.

Church Psalmody, Hy. 451.







!! Now may the King descend, And fill his throne of grace; Thy sceptre Lord, extend,

Sing smell outer.

While saints address thy face:

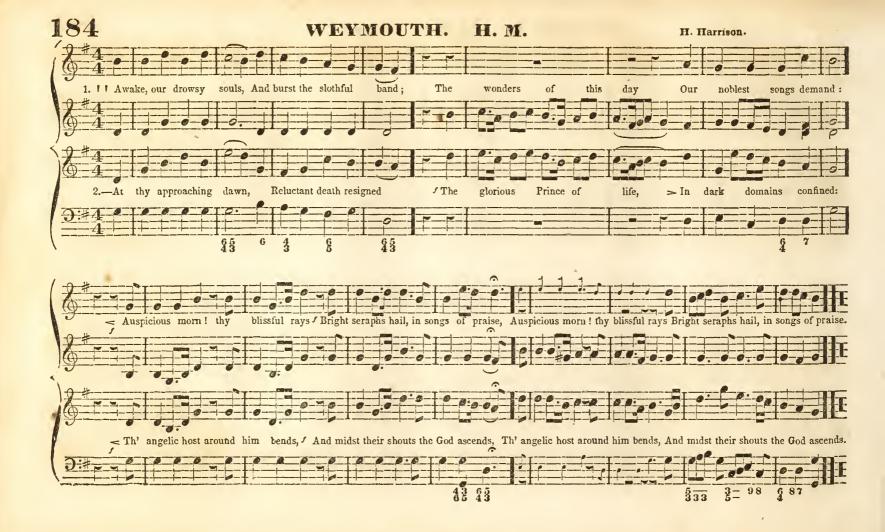
< Let sinners feel thy quickening word,

, And learn to know and fear the Lord.

Siersmall sotes.
Descend, cesestial Dove, With all thy quickening powers; • Disclose a Saviour's love,

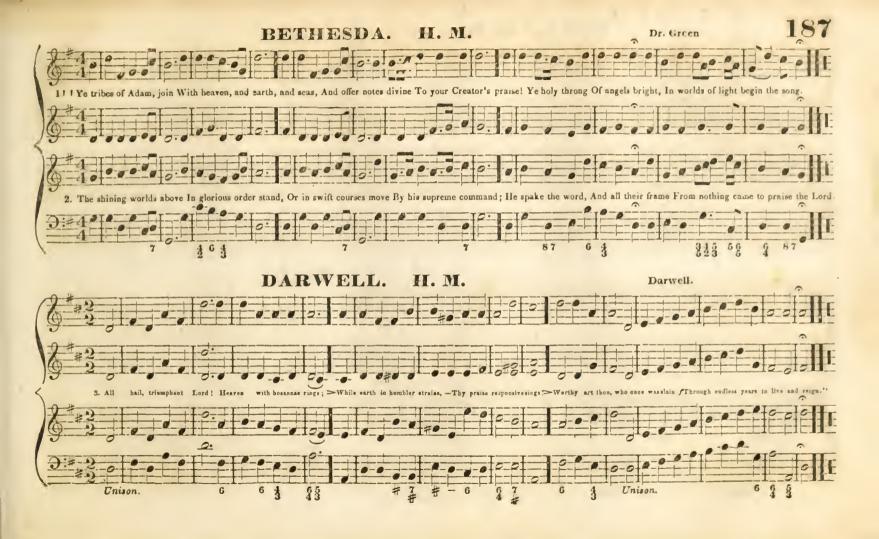
Sing small notes.

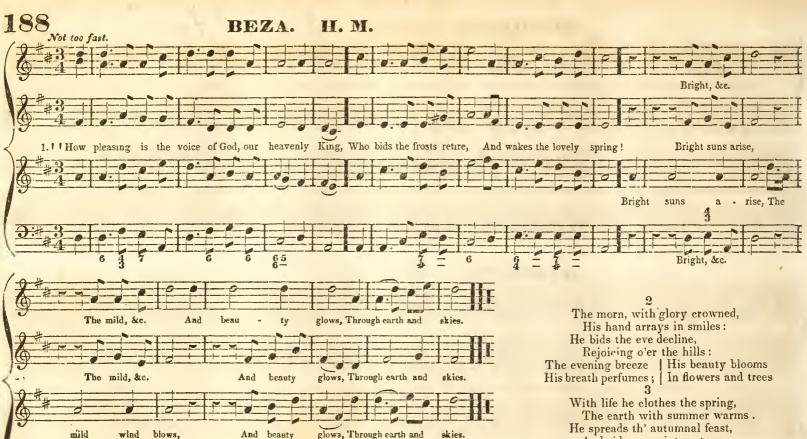
And bless these sacred hours: ' Then shall my soul new life obtain, Nor Sabbaths be indulged in vain. Church Psalmody, Hy 411











glows, Through earth and skies.

34=

- ty

The mild, &c.

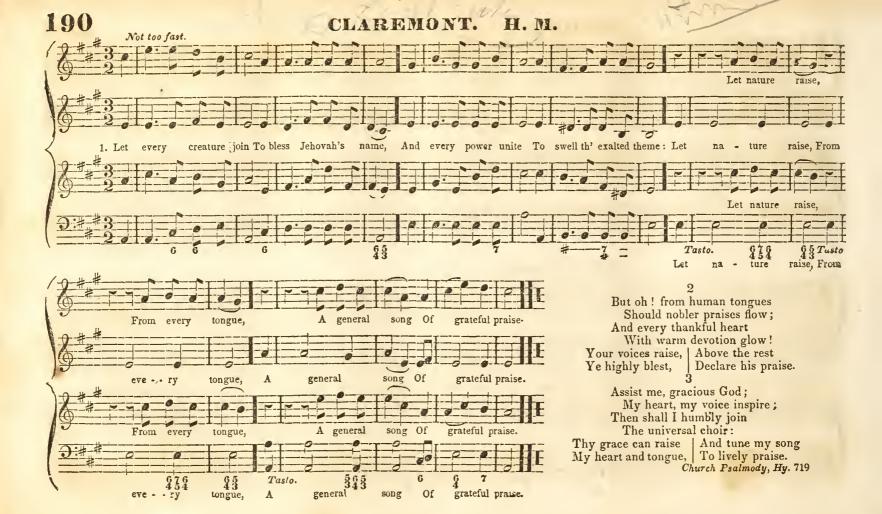
And

beau

He spreads th' autumnal feast, And rides on wintry storms.

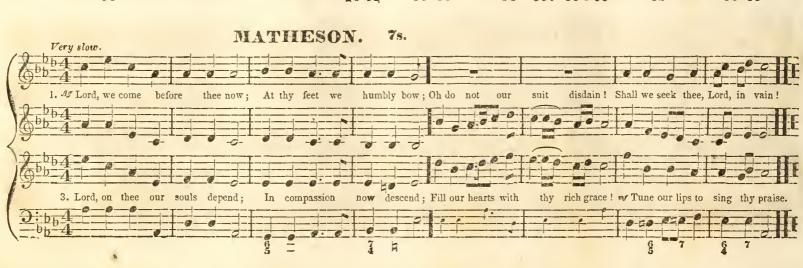
And round the year - His gifts divine Through all appear; | His glories shine. Church Psalmody, Hy. 690

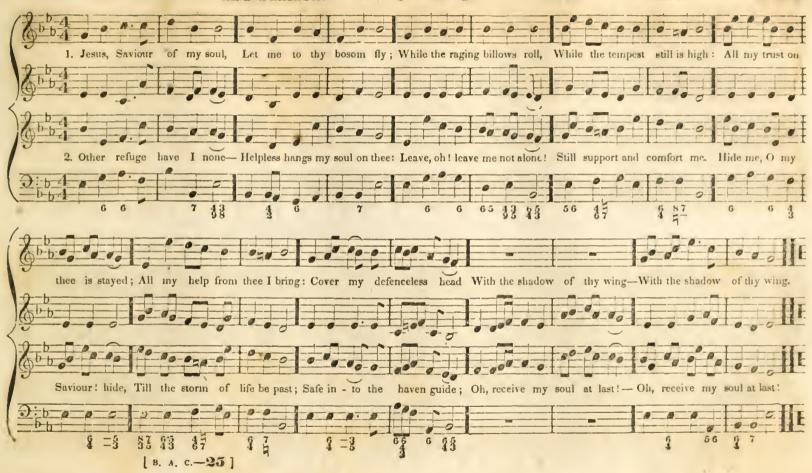


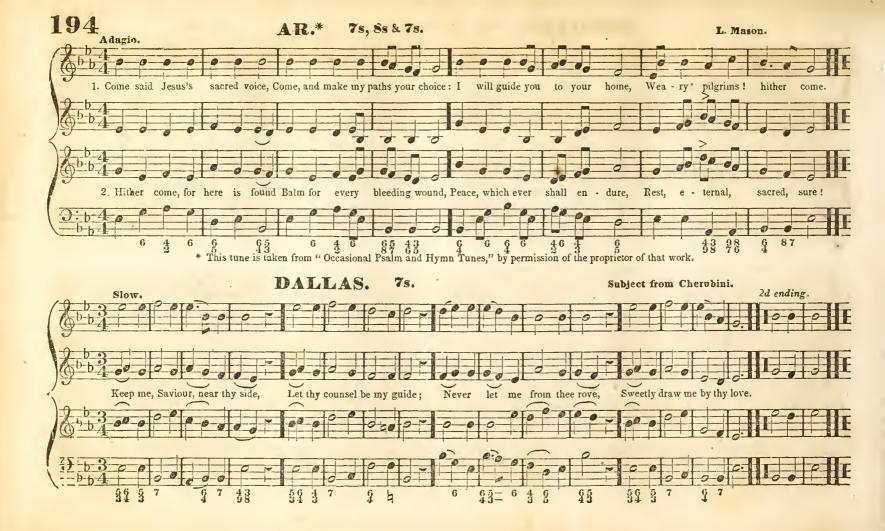




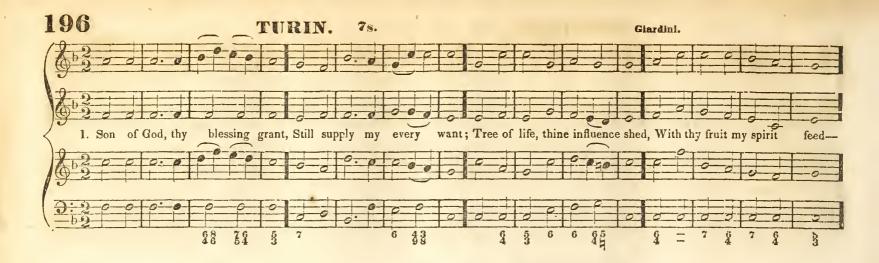


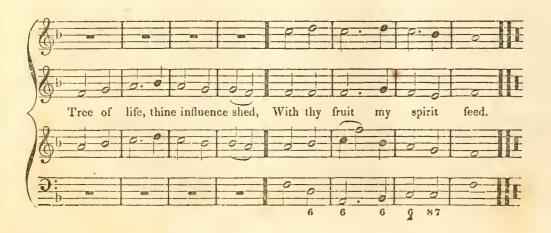












Son of God, thy blessing grant, Still supply my every want; Tree of life, thine influence shed, With thy fruit my spirit feed.

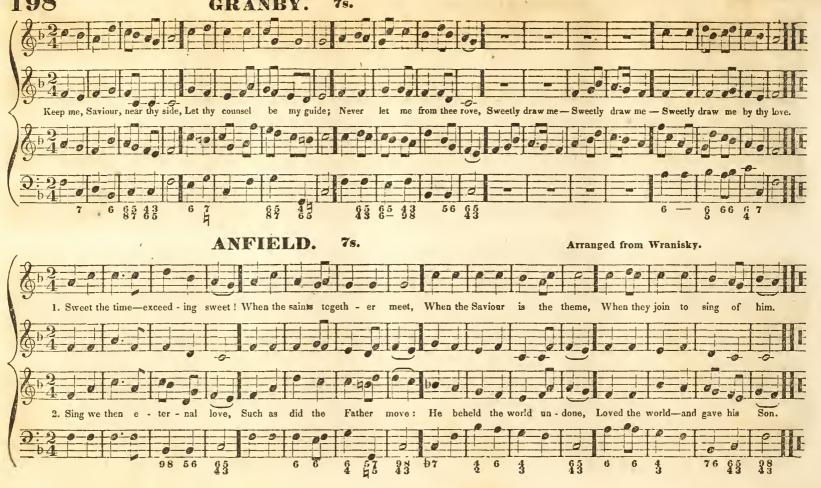
- P. Tenderest branch, alas! am I; Without thee, I droop and die; Weaker than a bruised reed, Help I every moment need.
- All my hopes on thee depend;
 Love me, save me, to the end!
 Give me thy supporting grace,
 Take the everlasting praise.

Church Pse?mody, Hy. 364

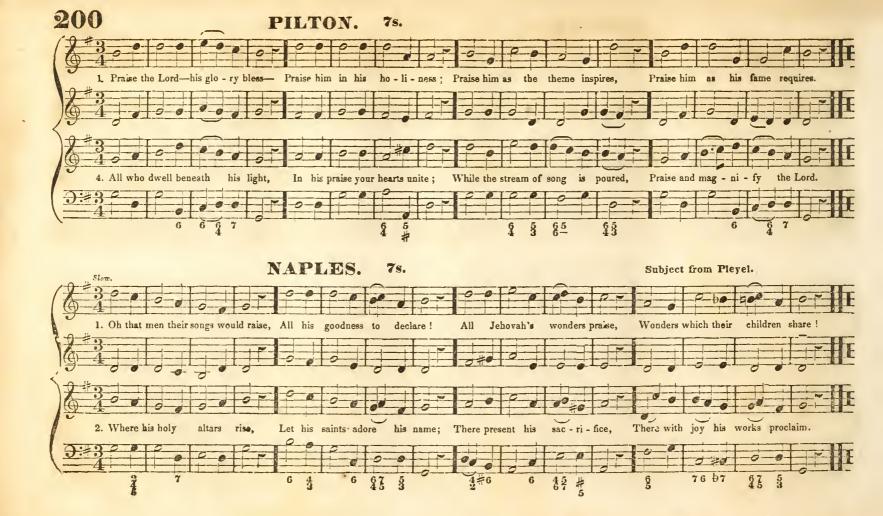




GRANBY. 78.



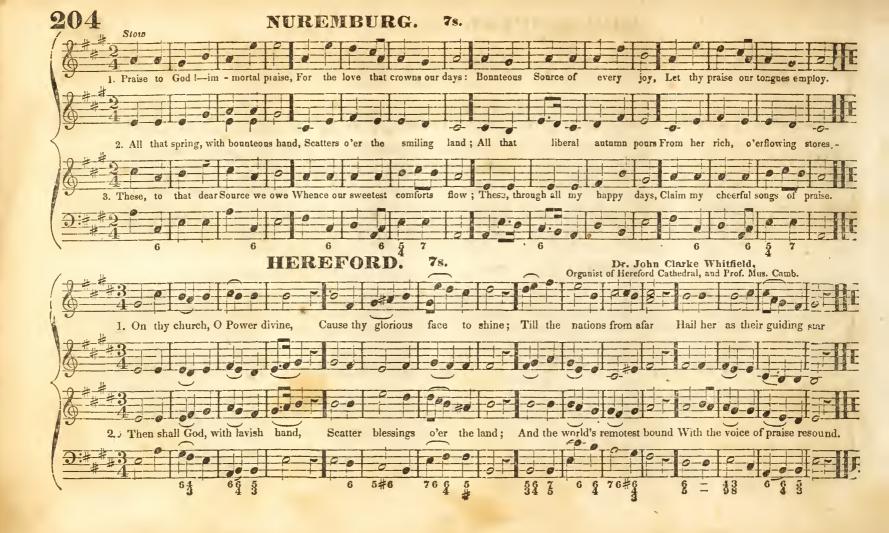




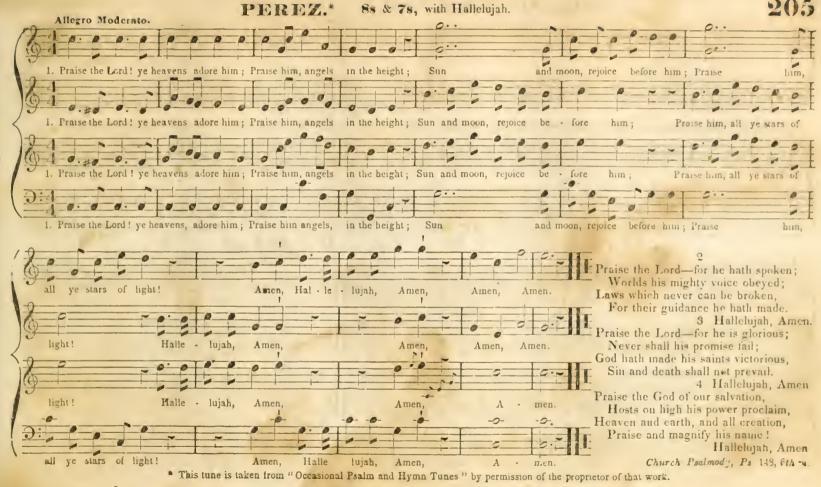












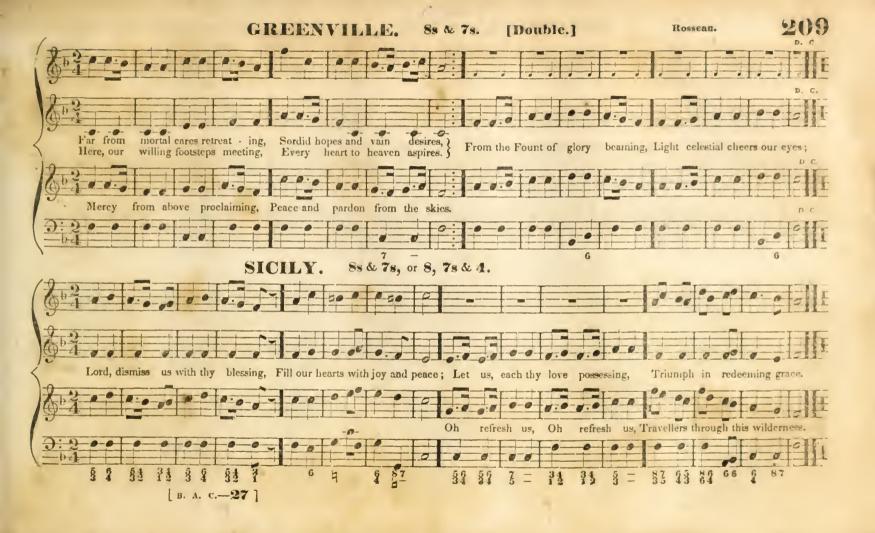


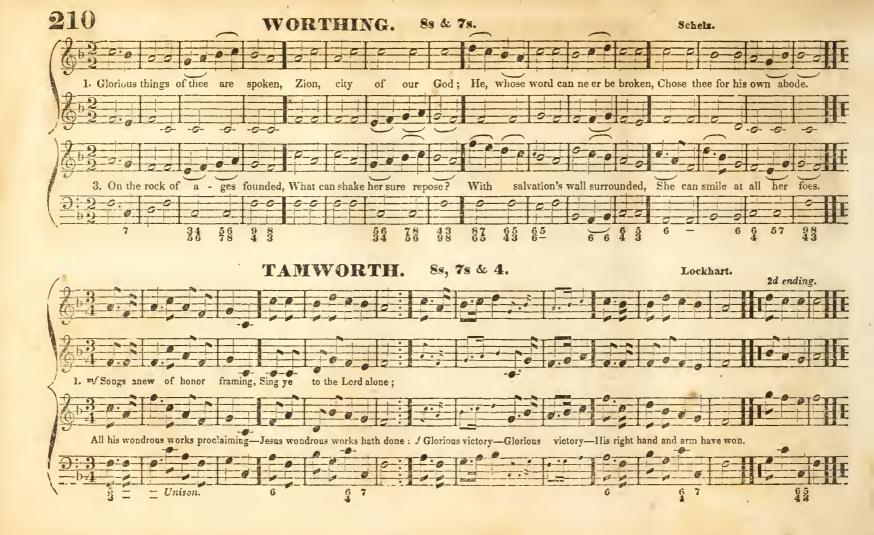
Church Psalmody, Hy. 123





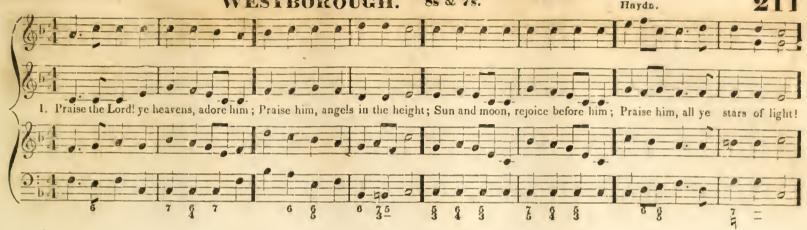
* Originally written on the occasion of the death of a young Lady, a member of Mount Vernon School, Boston.













- 2 Praise the Lord-for he hath spoken; Worlds his mighty voice obeyed, Laws which never can be broken, For their guidance he hath made. Hallelujah, Amen.
- 3 Praise the Lord-for he is glorious; Never shall his promise fail; God hath made his saints victorious, Sin and death shall not prevail. Hallelujah, Amen.
- 4 Praise the God of our salvation. Hosts on high his power proclaim; Heaven and earth and all creation, Praise and magnify his name: Hallelujah, Amen.

Church Psalmody, Ps. 145, 6th Pt.







9

Thanks we give, and adoration,
For thy gospel's joyful sound;
May the fruits of thy salvation
In our hearts and lives abound!
May thy presence
With us evermore be found!

6

Then, whene'er the signal's given,
Us from earth to call away,

Borne on angels' wings to heaven,
Glad the summons to obey—

May we ever

Megn with Christ in endless day!

Church Psalmody, Hy 473.





mf. Now he bids his great salvation
Through the heathen lands be told:
Tidings spread through every nation,
And his acts of grace unfold:
All the heathen
Shall his righteousness behold.

Jesus, Lord of all proclaim!

As ye triumph in his favor,

All ye lands declare his fame.

Loud rejoicing—

Shout the honors of his name!

Church Psalmody, Ps 99, 5th pt









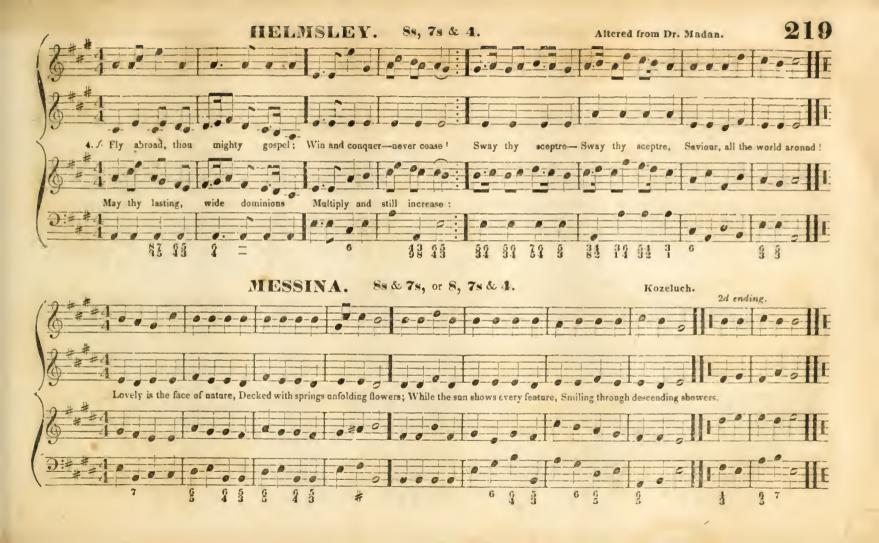


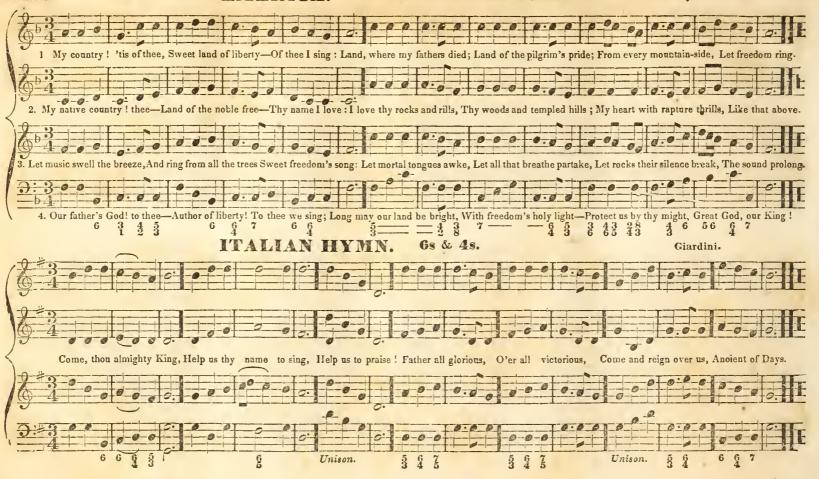




Kingdoms wide, that sit in darkness
Grant them, Lord, the glorious light;
Now, from eastern coast to western,
May the morning chase the night;
Let redemption,
Freely purchased, win the day!

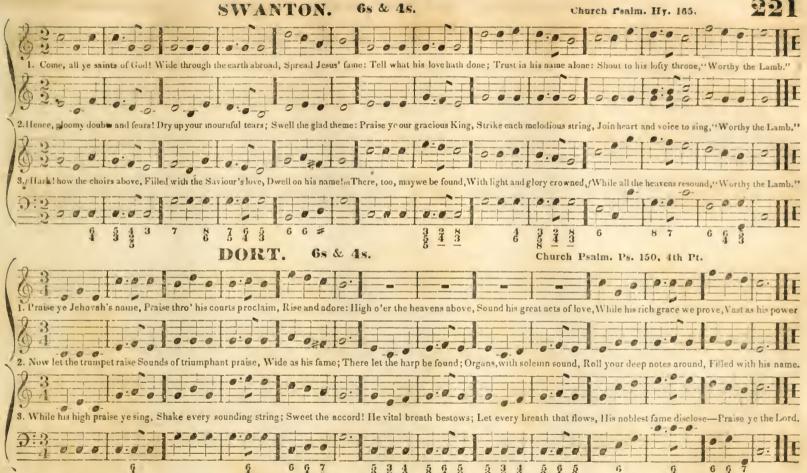
F Fly abroad, thou mighty gospel;
Win and conquer—never cease!
May thy lasting, wide dominions
Multiply, and still increase:
Sway thy sceptre,
Saviour, all the world around!
Church Psalmody, Hy. 493



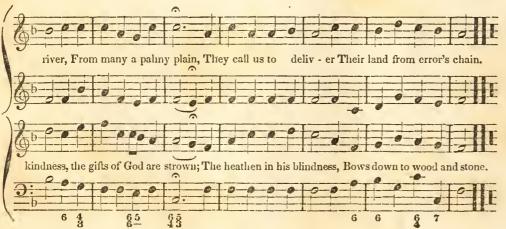










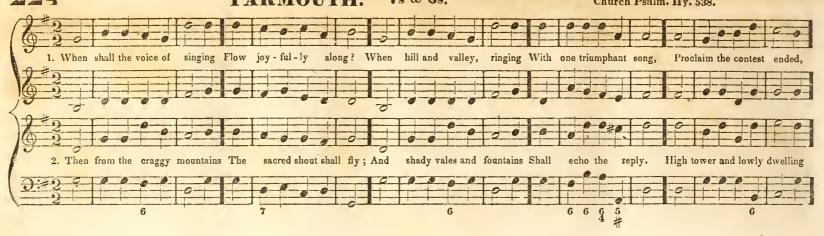


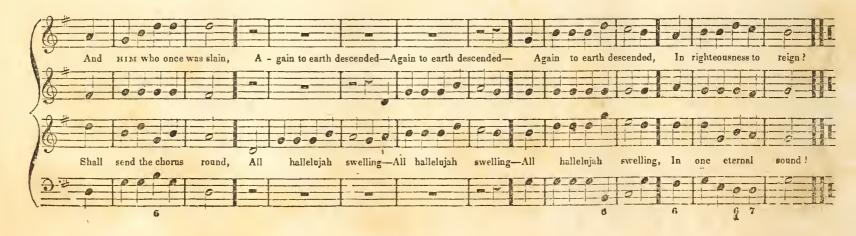
Shall we, whose souls are lighted
By wisdom from on high—
Shall we to man benighted
The lamp of life deny?—
f. Salvation!—oh, salvation!
The joyful sound proclaim,
Till earth's remotest nation
Has learnt Messiah's name.

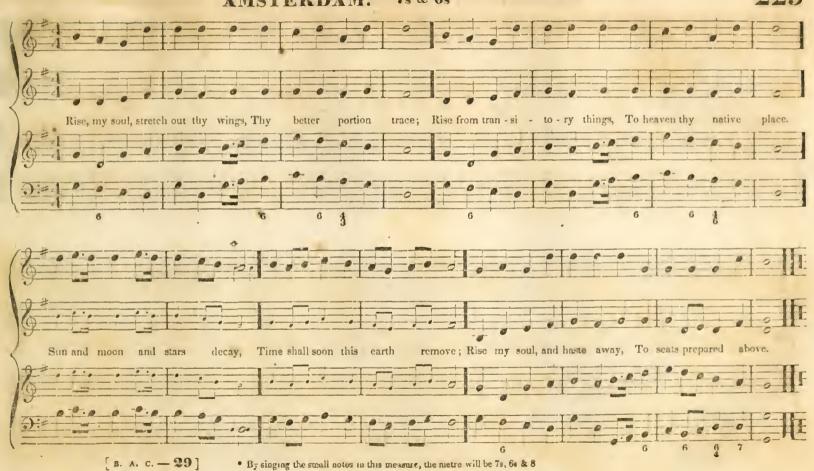
4
Waft—waft, ye winds, his story;
And you, ye waters, roll,
Till, like a sea of glory.
It spreads from pole to pole;
Till o'er our ransomed nature.
The Lamb for sinners slain,
Redeemer, King, Creator,
Returns in bliss to reign.

Church Psalmody, Hy. 490







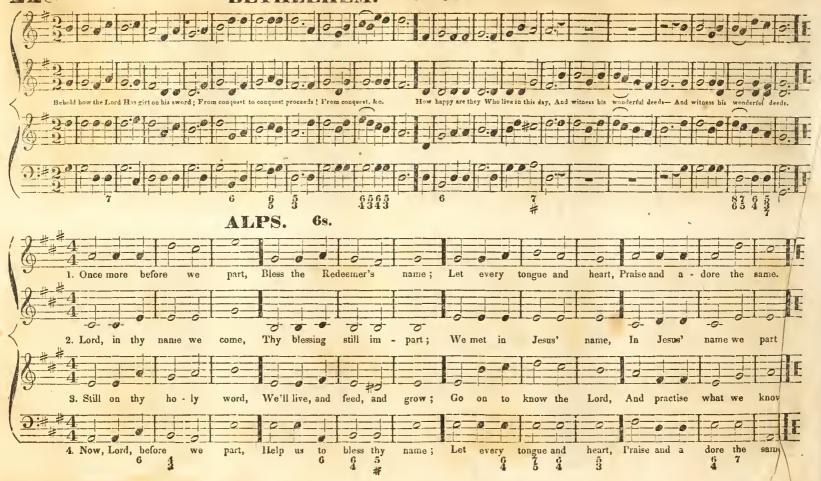


* By singing the small notes in this measure, the metre will be 7s, 6s & 3.

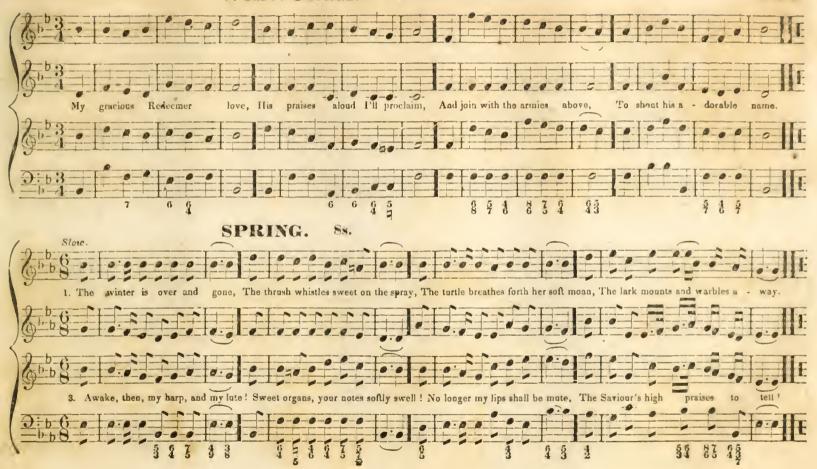




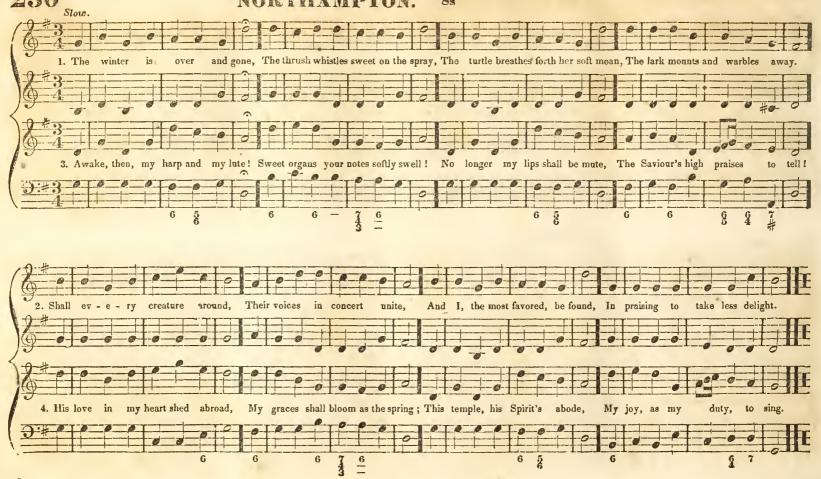
- 3. Thou dost conduct thy people Through torrents of temptation; Nor will we fear, while thou art near, The fire of tribulation. The world, with sin and Satan, In vain our march opposes; By thee we will break through them all And sing the song of Moses.
- 4. Faith now beholds the glory, To which thou wilt restore us, And earth despise, for that high prize, Which thou hast set before us. And if thou count us worthy, We each, as dying Stephen, Shall see thee stand at God's right hand To take us up to heaven. Church Psalmody, Hy. 403



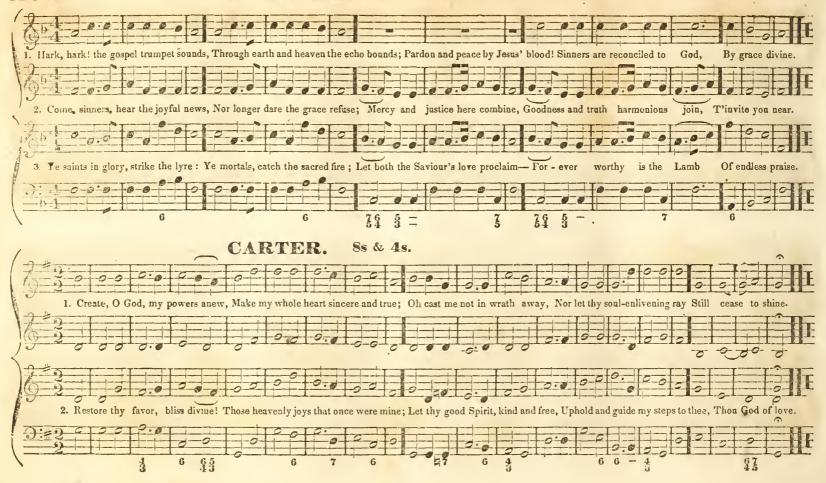








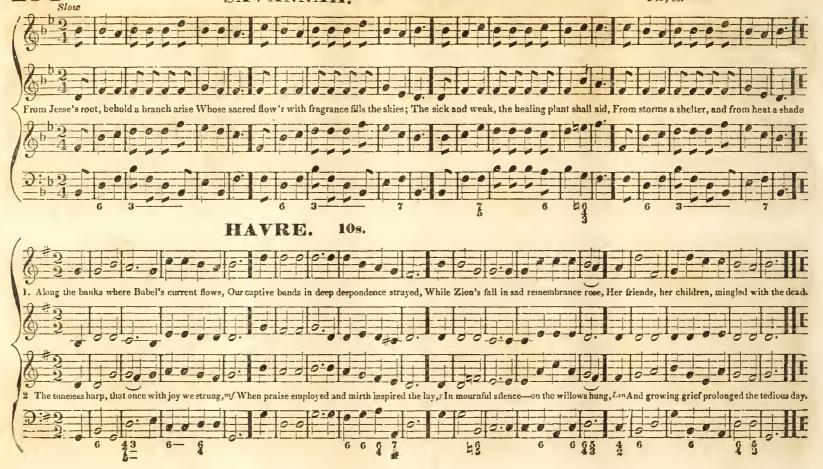


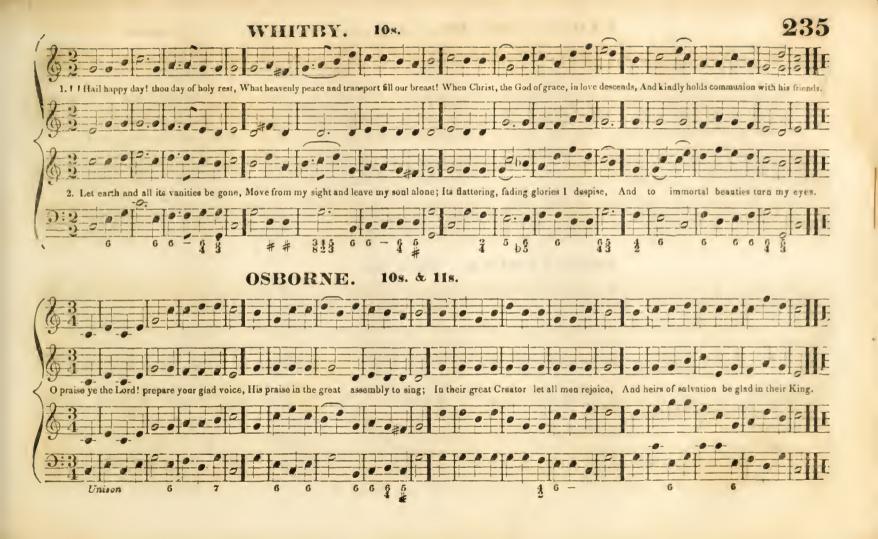






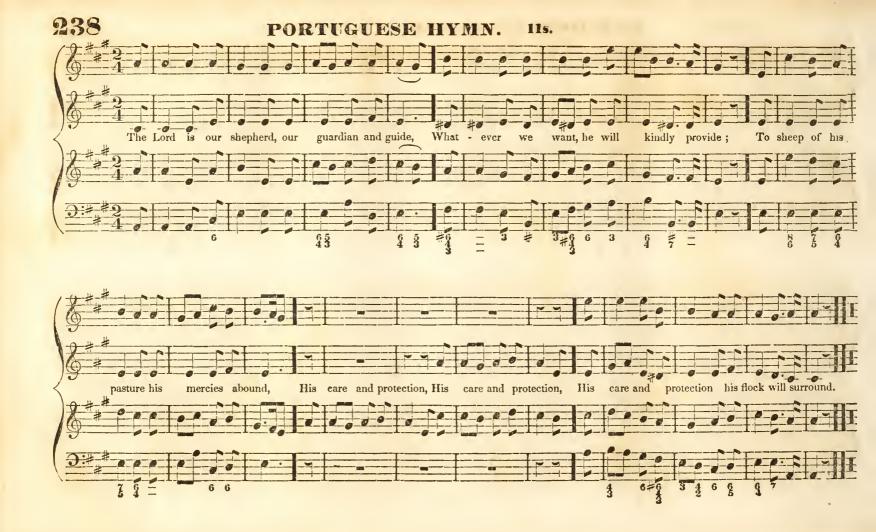
















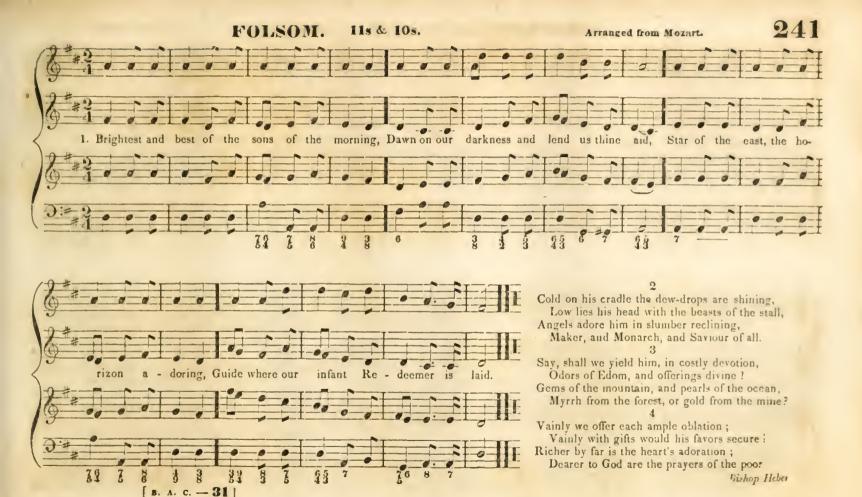


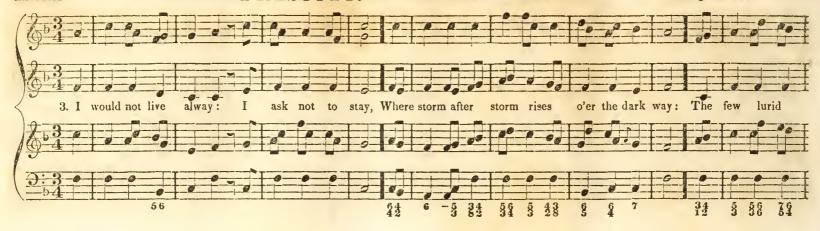
Though in the paths of death I tread,
With gloomy horrors overspread,
My steadfast heart shall fear no ill,
For thou, O Lord, art with me still:
Thy friendly rod shall give me aid,
And guide me through the dreadful shade.

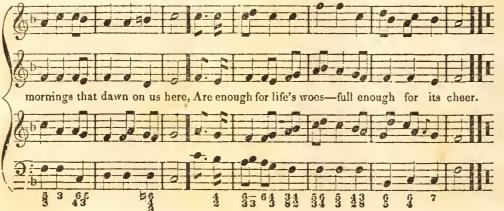
Though in a bare and rugged way,
Through devious, lonely wilds I stray,
Thy presence shall my pains beguile:
The barren wilderness shall smile,

With sudden greens and herbage crowned, And streams shall murmur all around.

Church Psalmedy, Ps. 23d, 1st Pt.







2

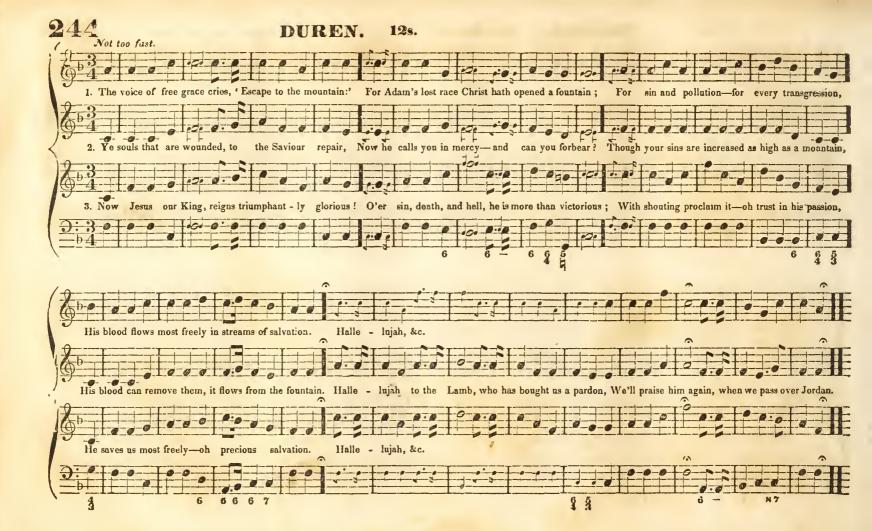
I would not live alway, no—welcome the tomb,
Since Jesus has lain there, I dread not its gloom;
There, sweet be my rest, till he bid me arise,
To hail him in triumph descending the skies

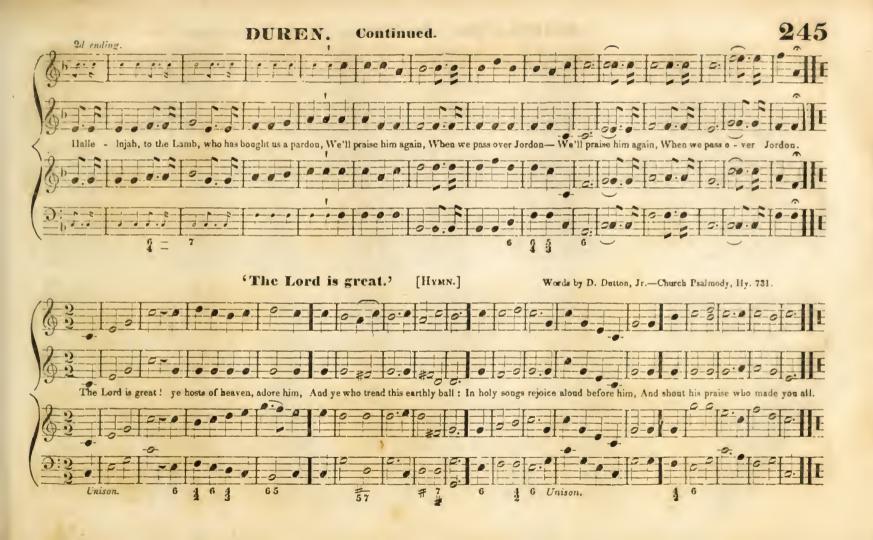
Who, who would live alway, away from his God;
Away from yon heaven, that blissful abode,
Where the rivers of pleasure flow o'er the bright plains,
And the noon-tide of glory eternally reigns:

Where the saints of all ages in harmony meet,
Their Saviour and brethren, transported to greet;
While the anthems of rapture unceasingly roli,
And the smile of the Lord is the feast of the soul.

Episcopal Coll





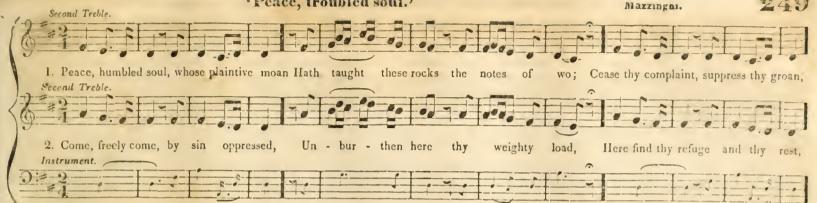




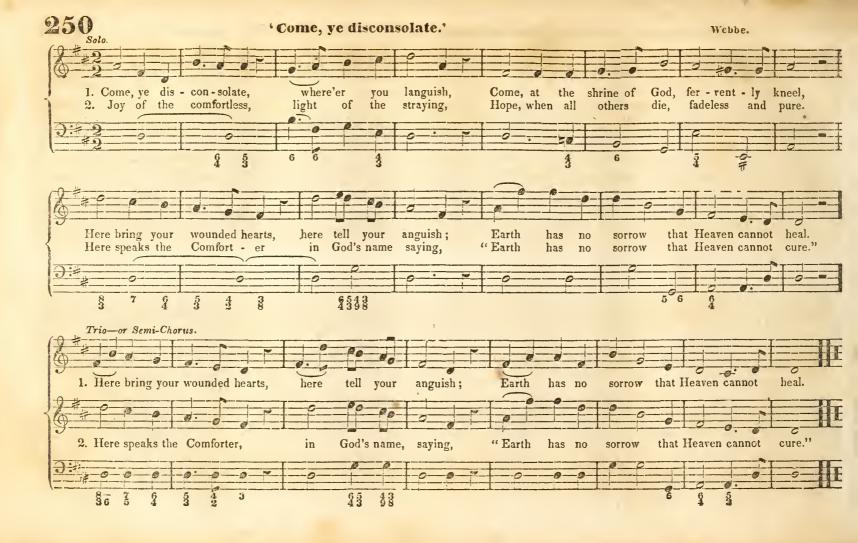


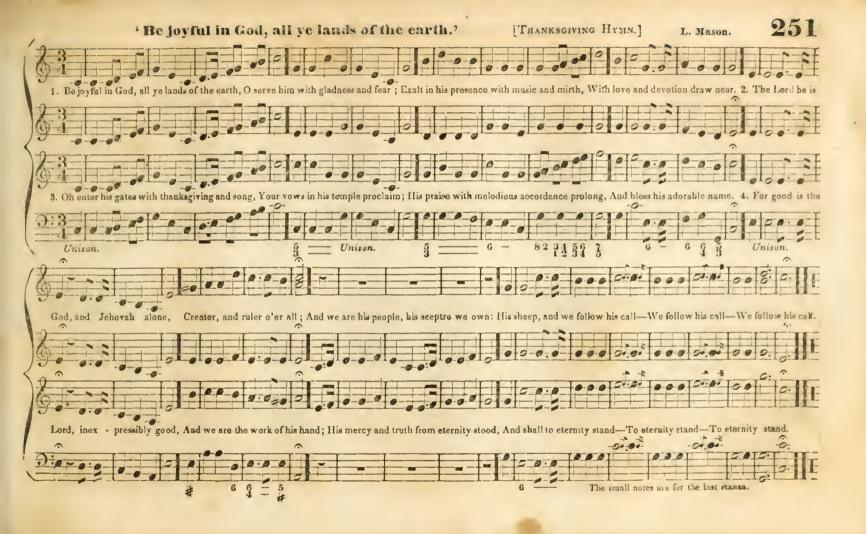




















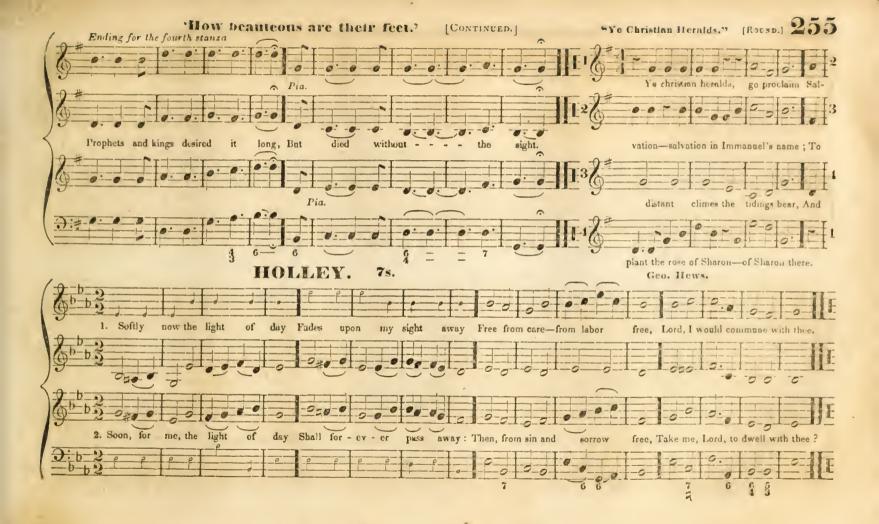


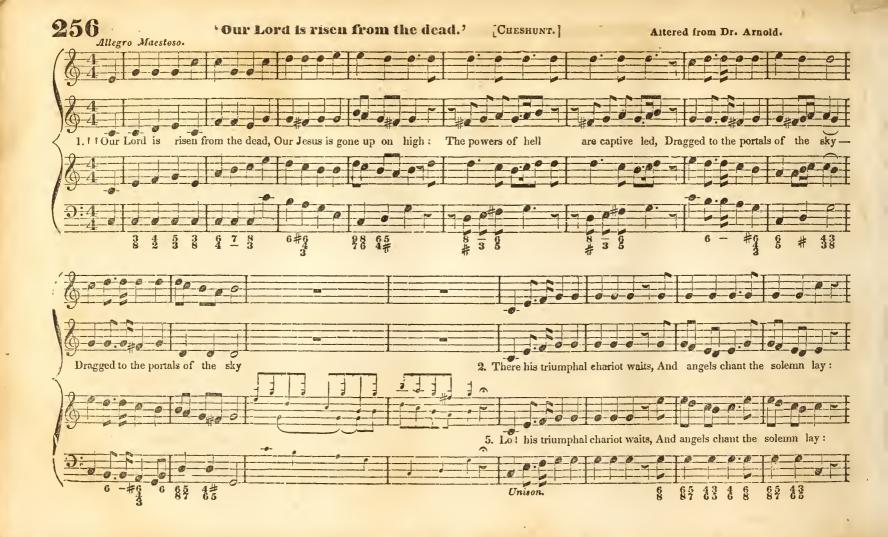
Here we come thy name to praise; Let us feel thy presence near: May thy glory meet our eyes, While we in thy house appear: Here afford us, Lord, a taste Of our everlasting feast.

May the gospel's joyful sound Conquer sinners—comfort saints; Make the fruits of grace abound, Bring relief from all complaints Thus let all our Sabbath's prove, Till we join the church above.

Church Psalmody, Hy 461





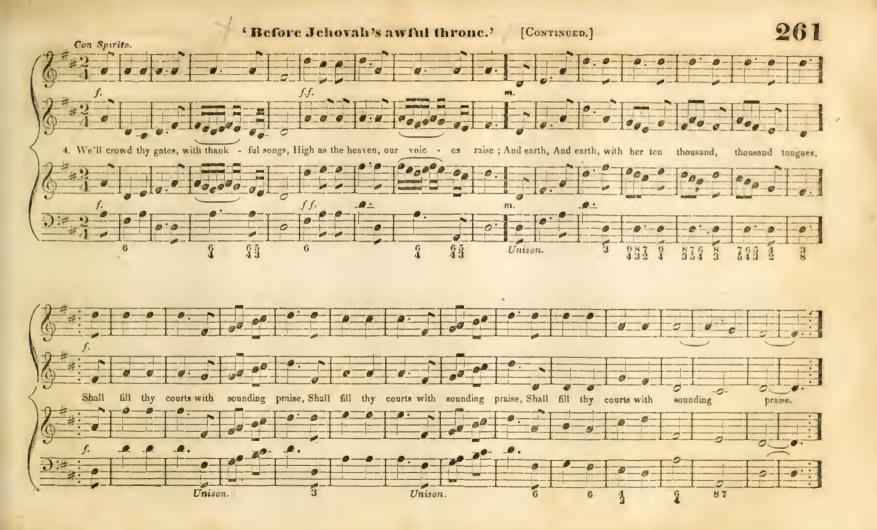


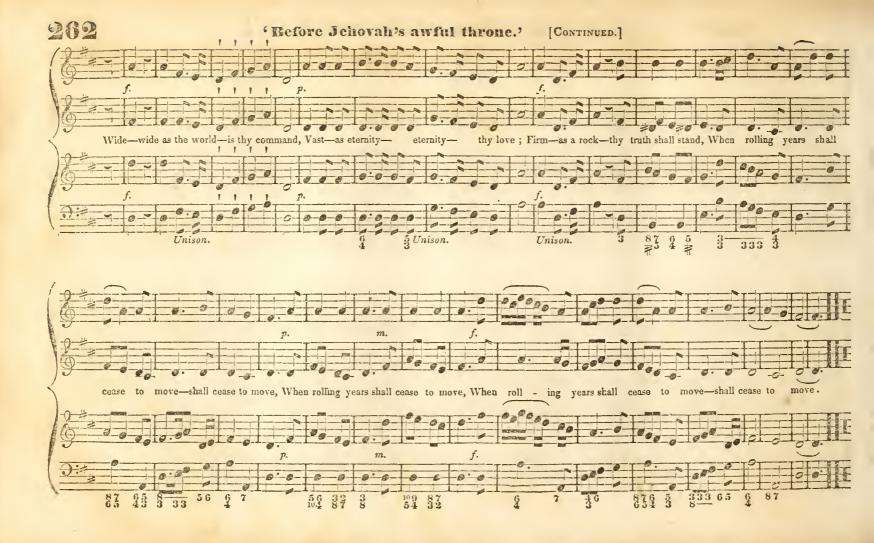






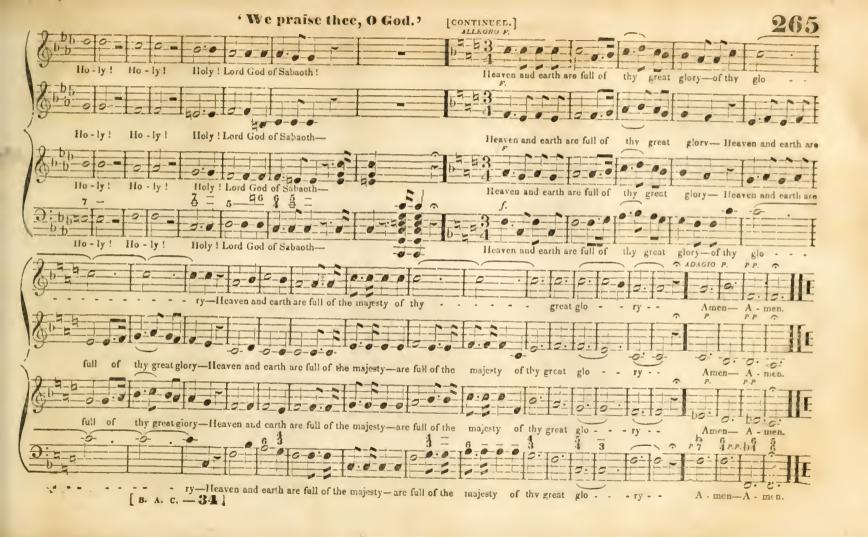


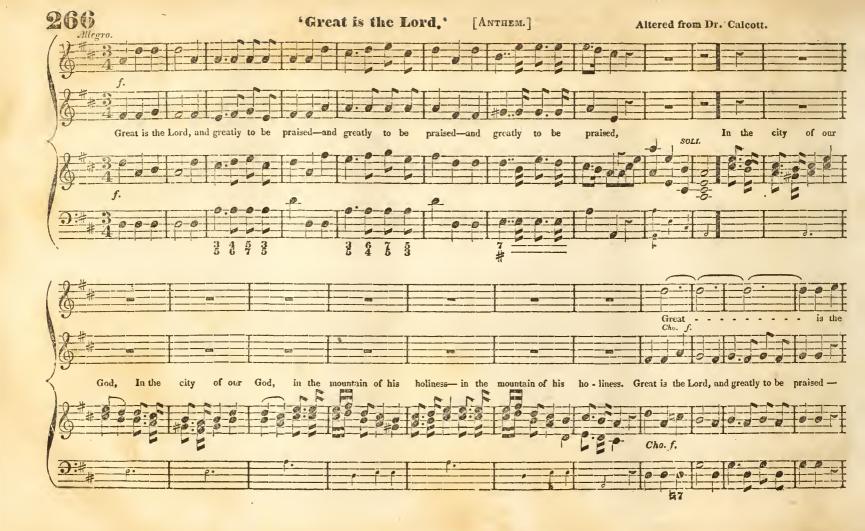




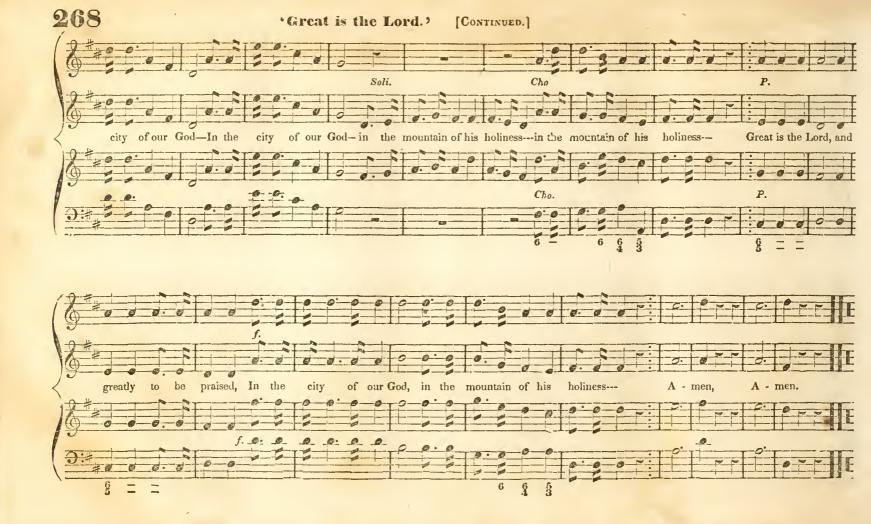


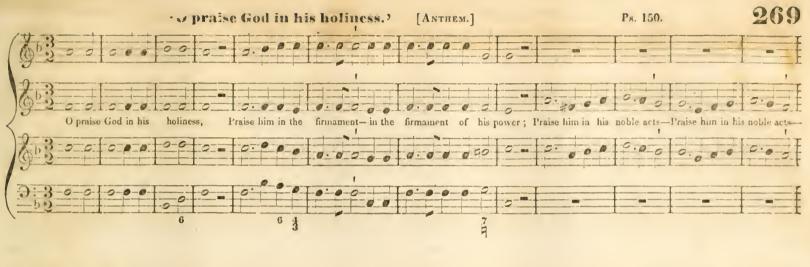


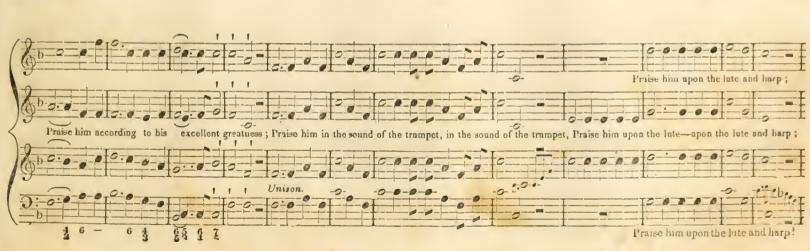




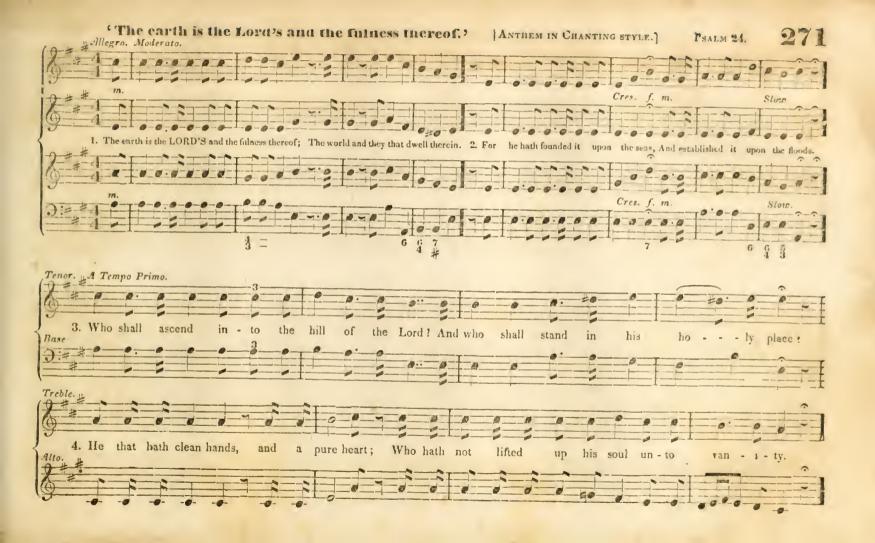


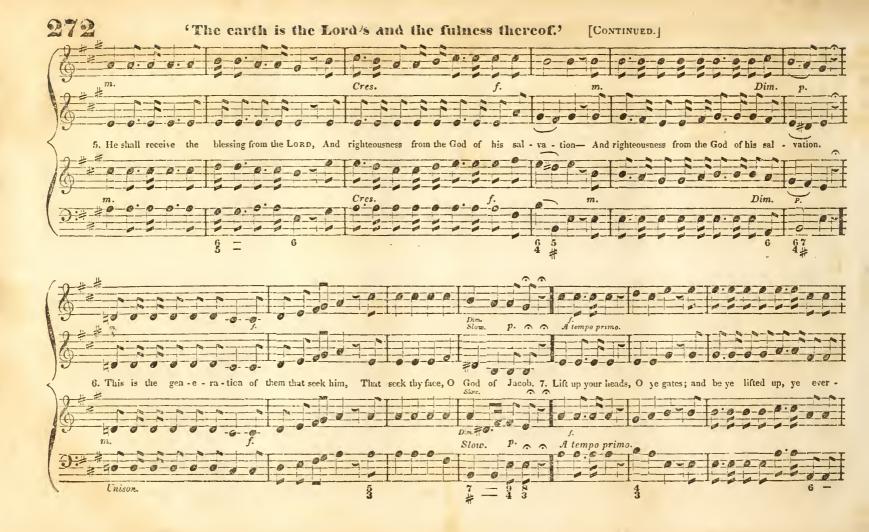


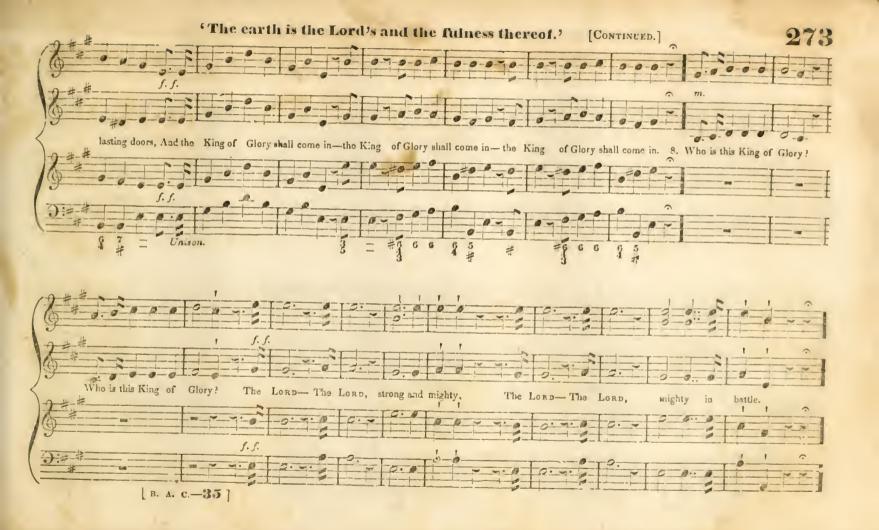


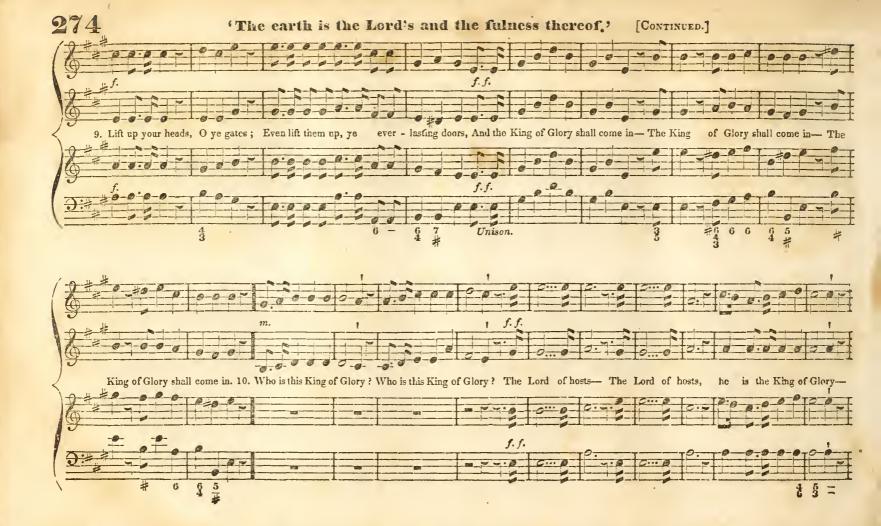


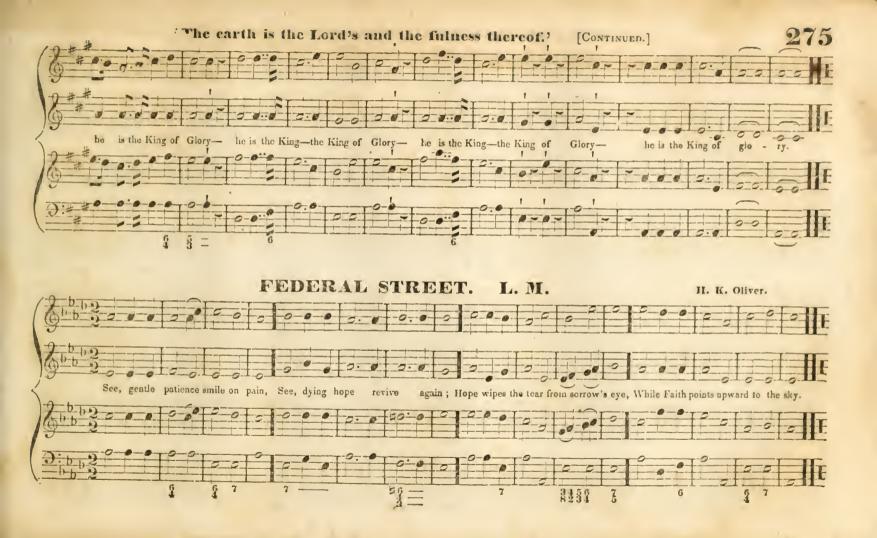










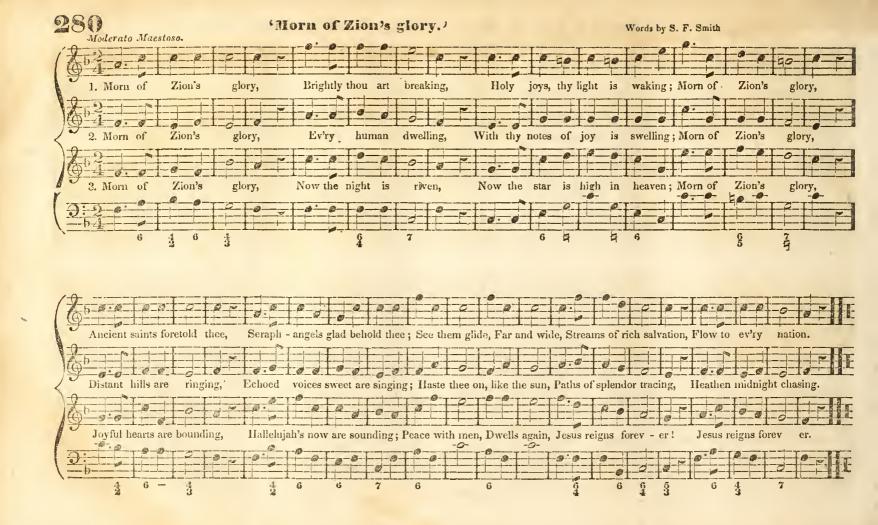


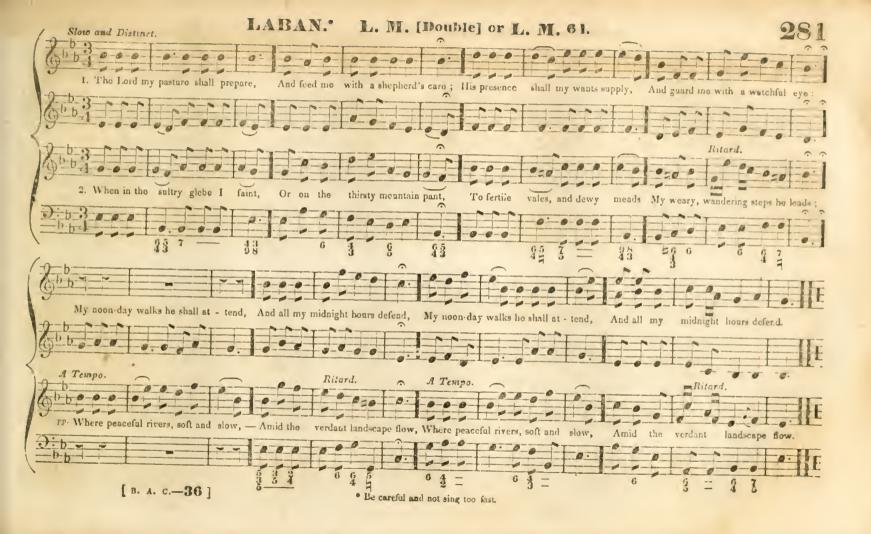


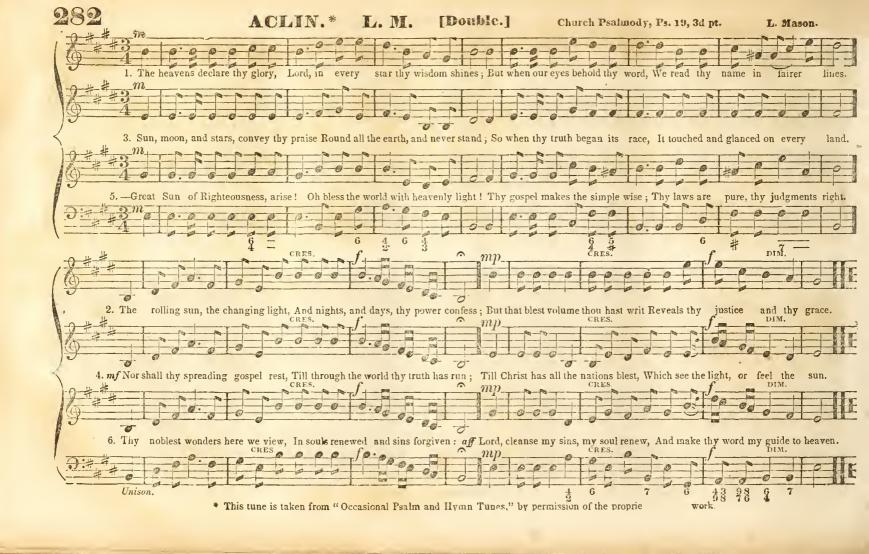


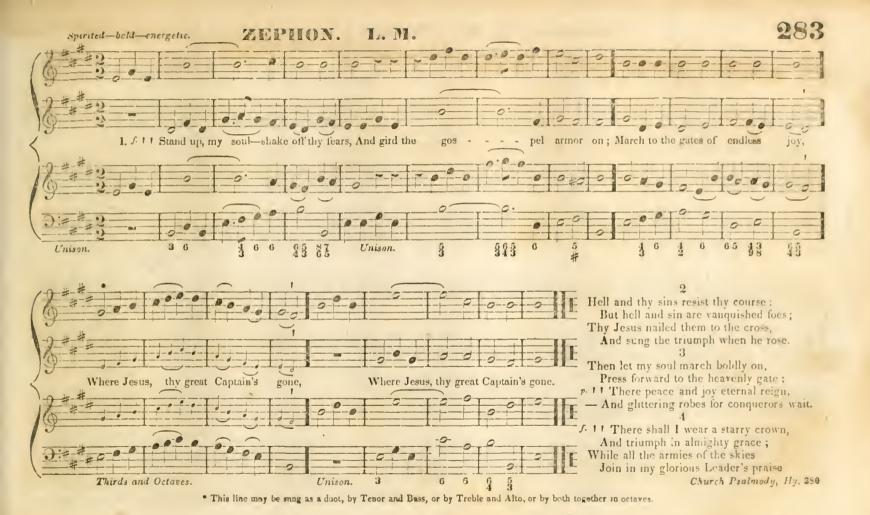


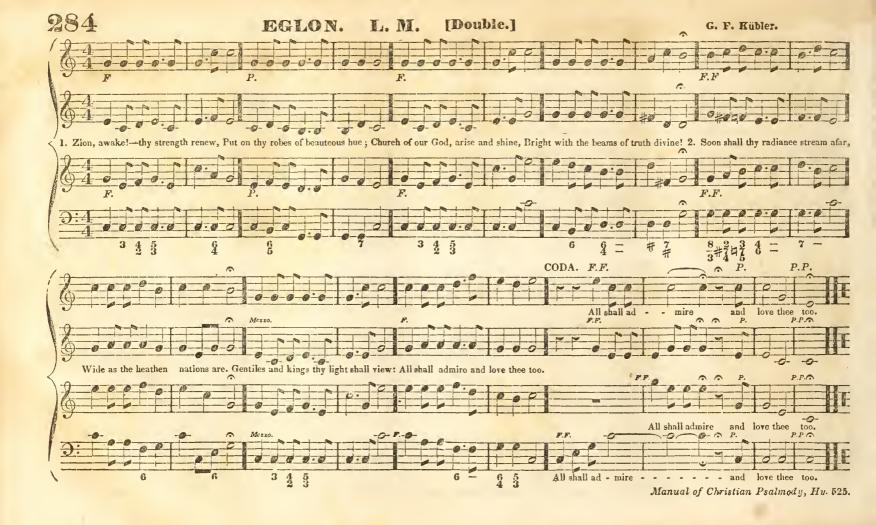




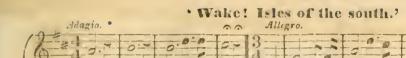






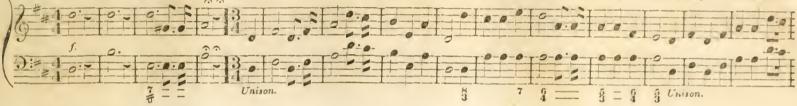


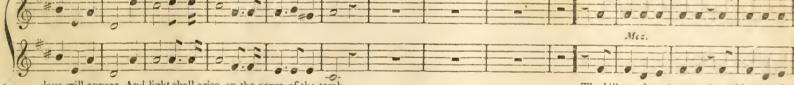






Wake! Isles of the South! Wake! Isles of the South! your redemption is near! No longer repose in the borders of gloom! The strength of his chosen in





love will appear, And light shall arise on the verge of the tomb.

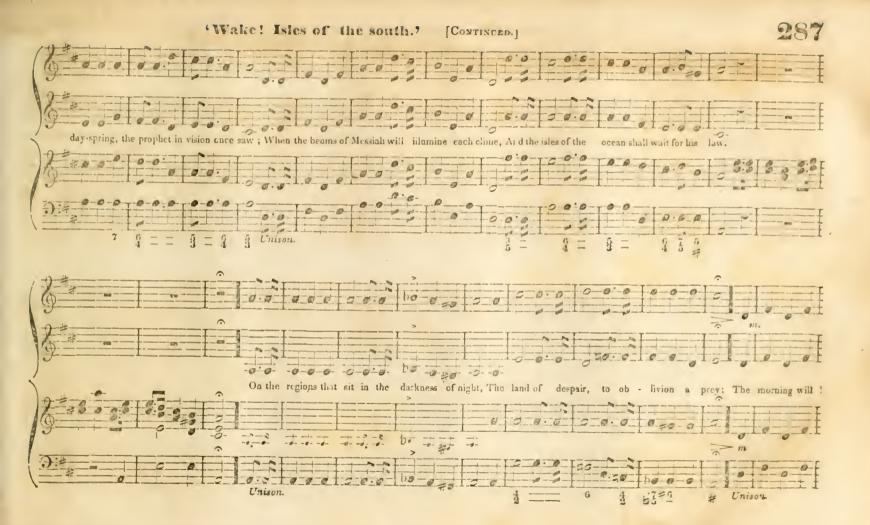
The billows that girt you, the wild waves that

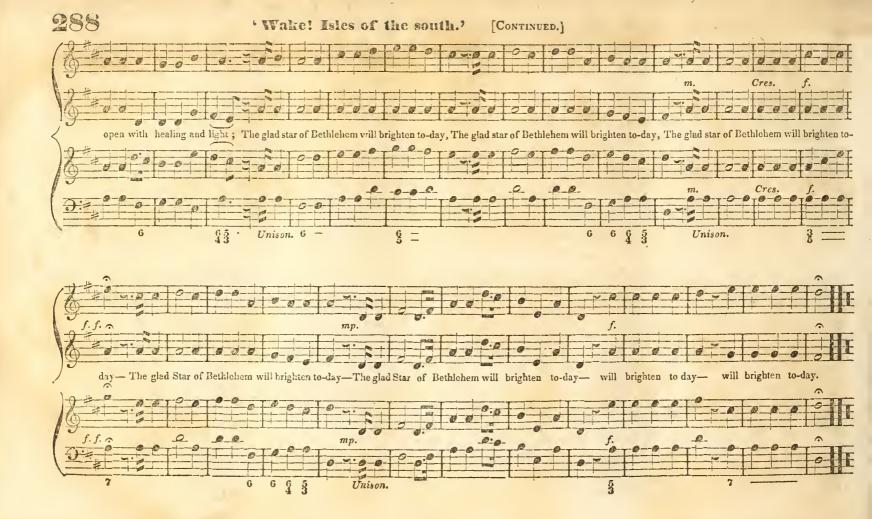
L. Mason.

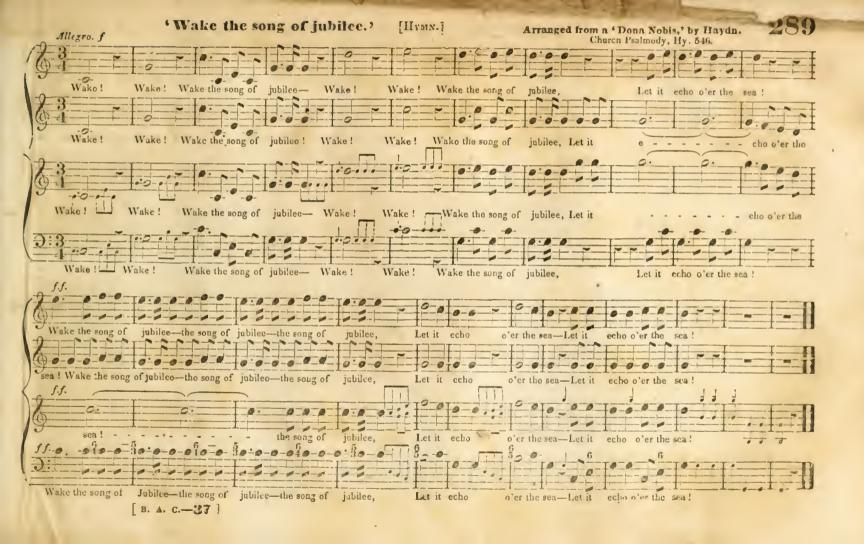


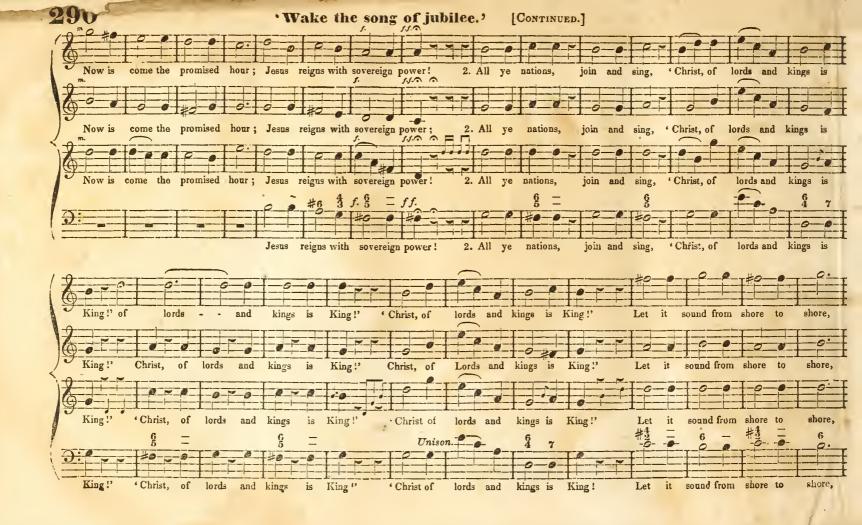
* The organ, or other instruments may play these four measures in 16th relations, 1st class, 2d derivative; or

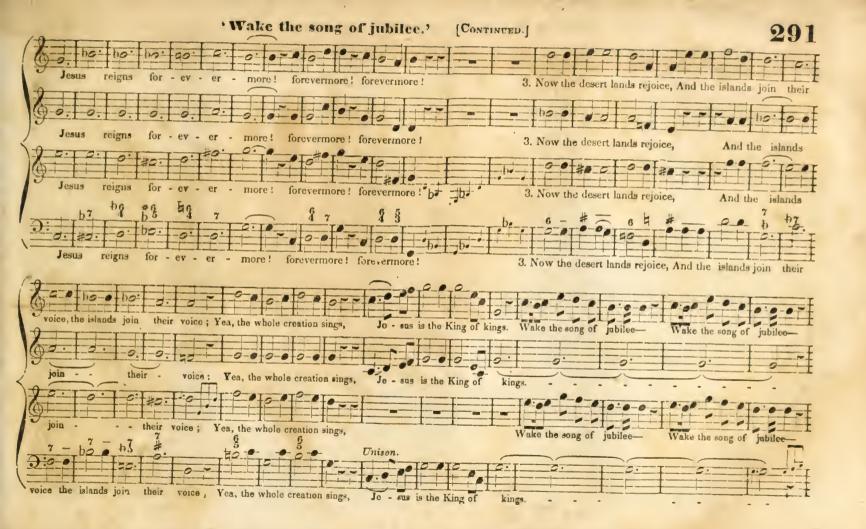


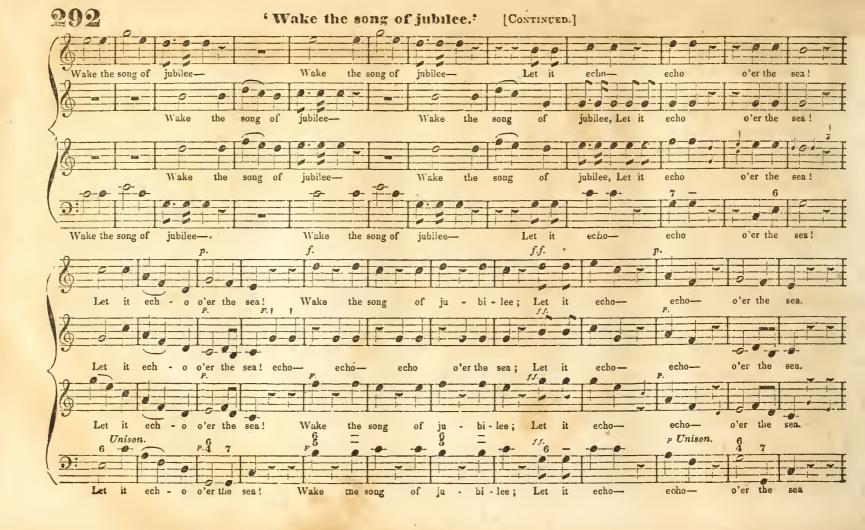


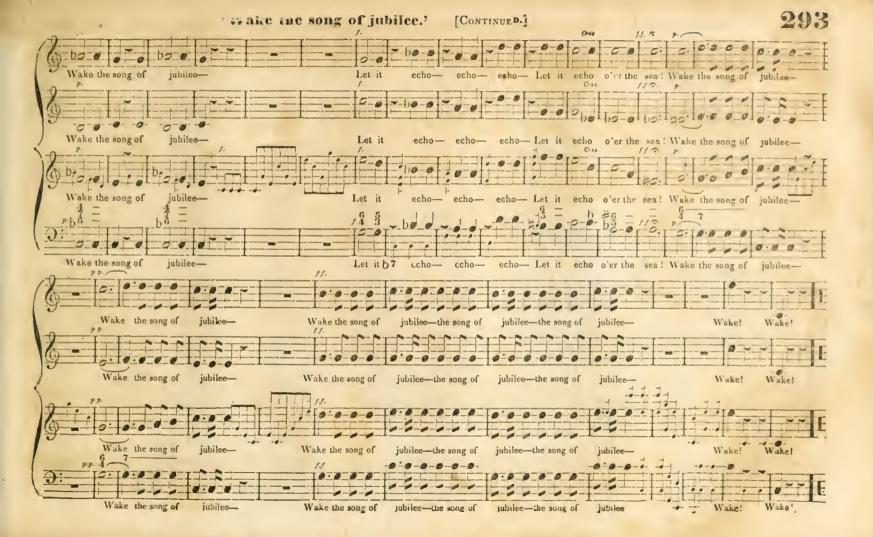


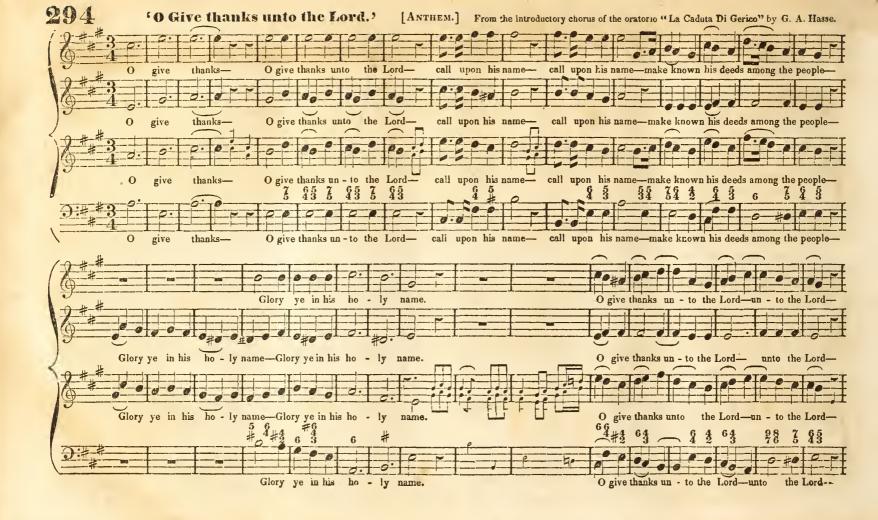


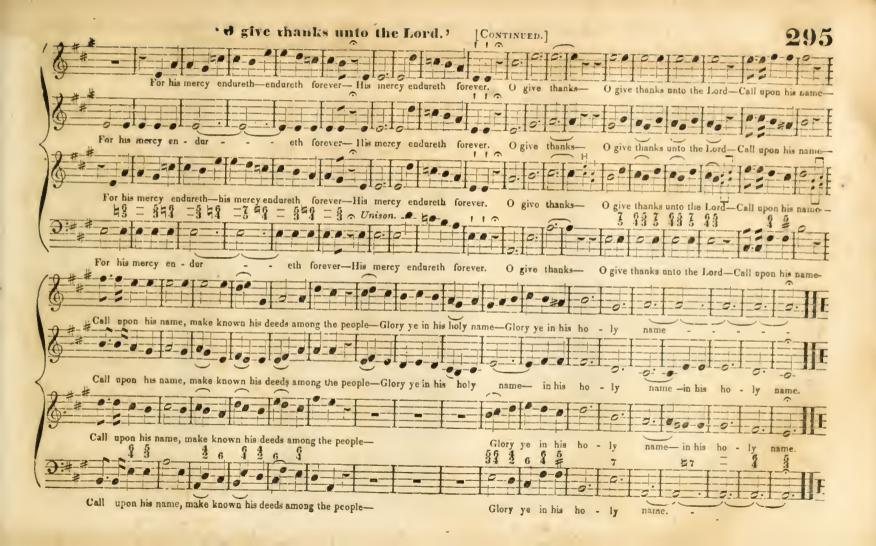




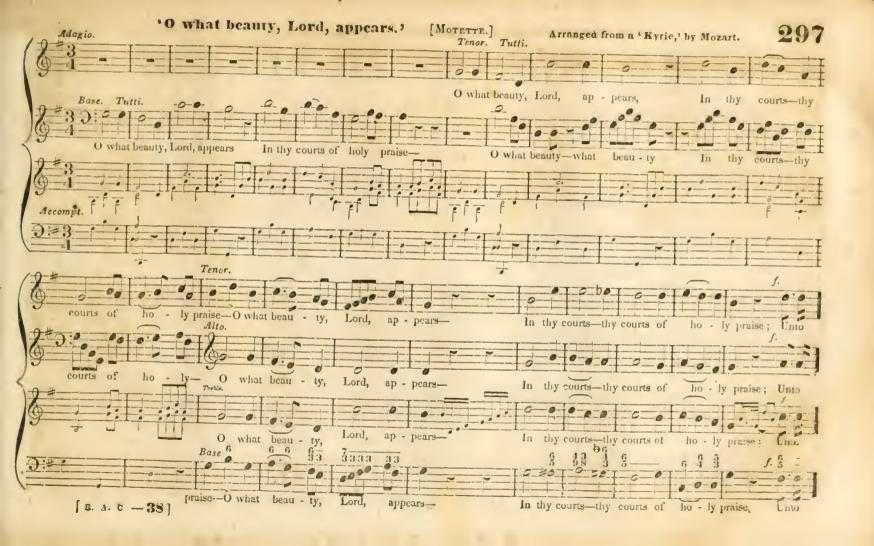


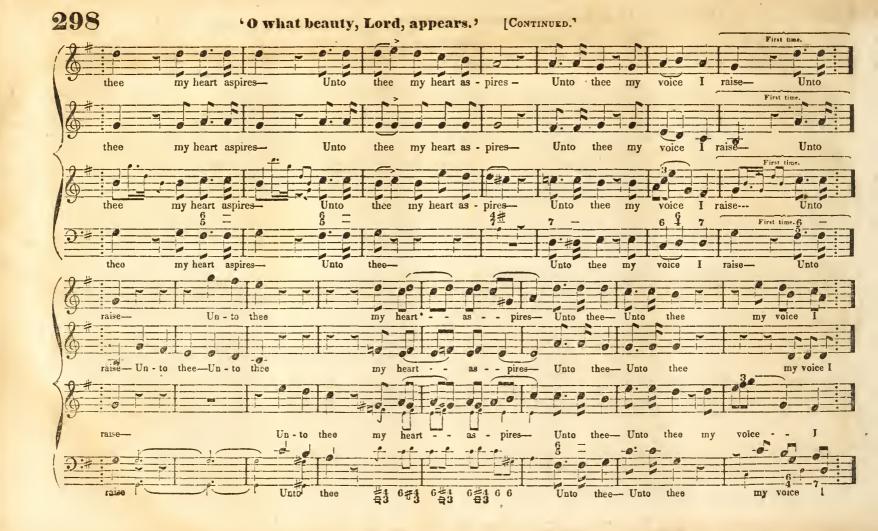




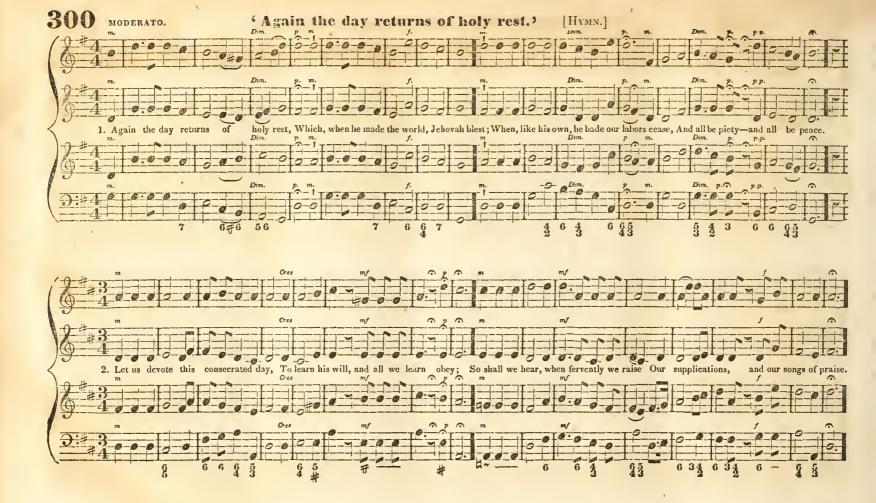


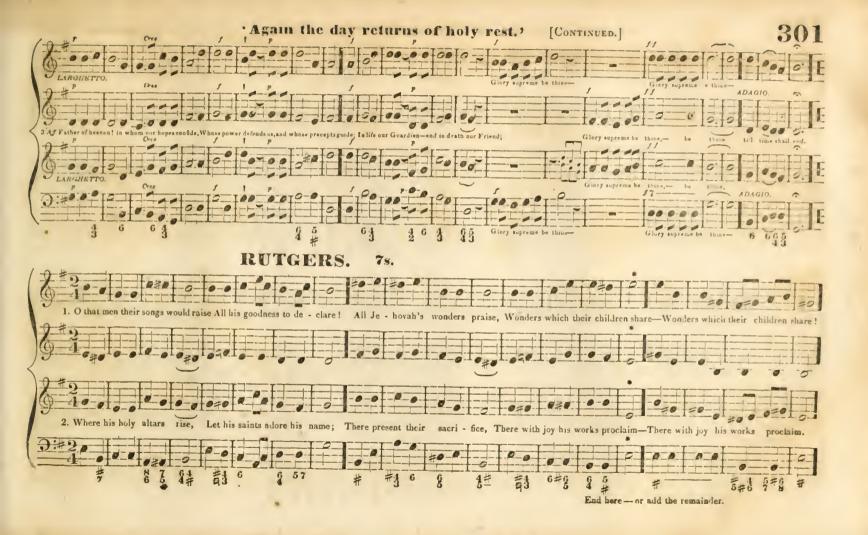


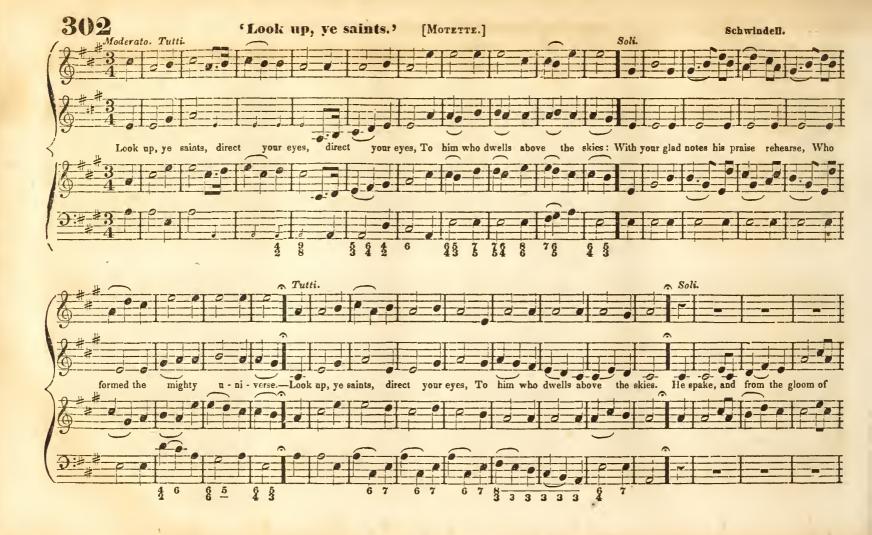


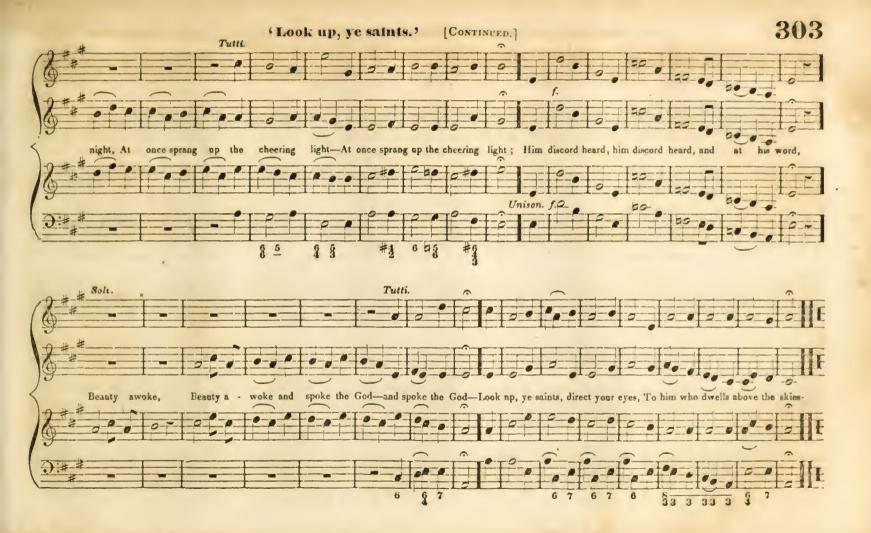
















The Lord shall give strength unto his people—The Lord shall give strength unto his people: The Lord shall give his people the blessing of peace—peace—Hallelujah—Halia-

Tutti.

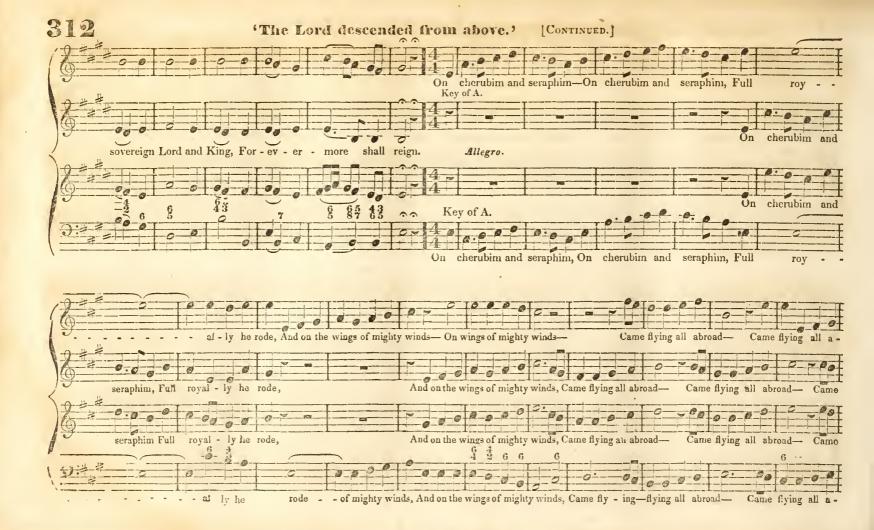










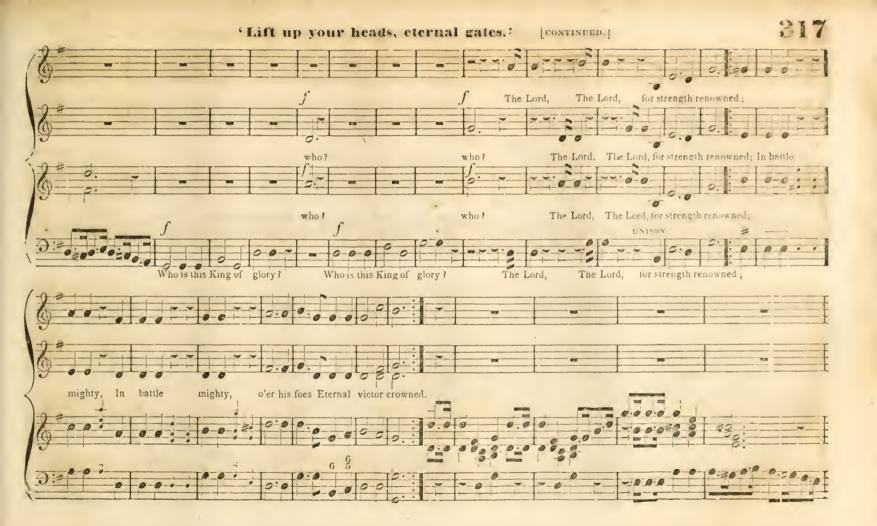


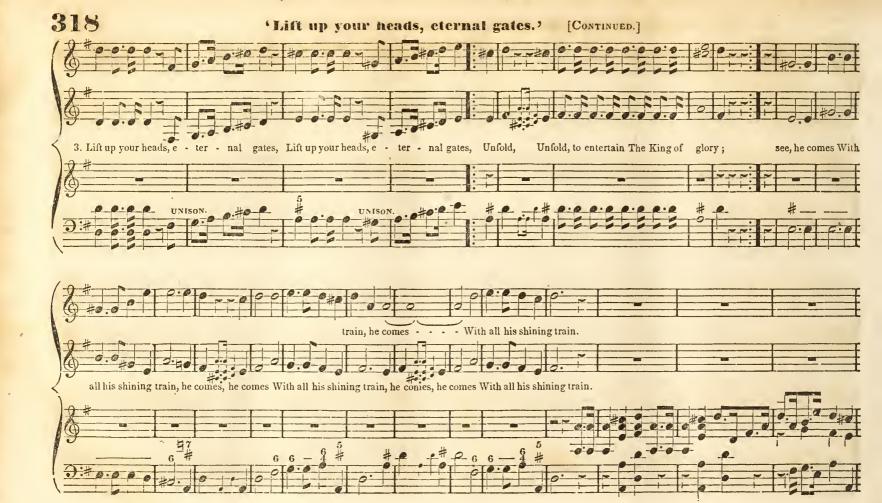


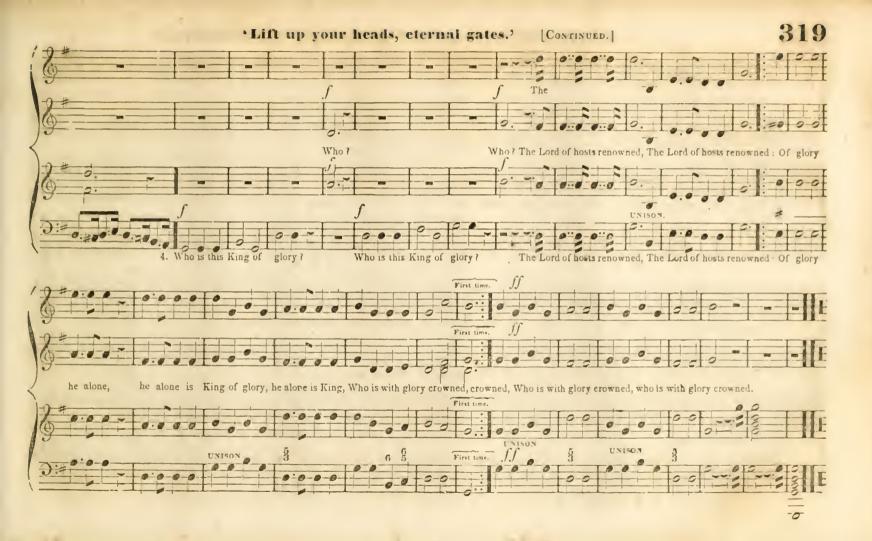






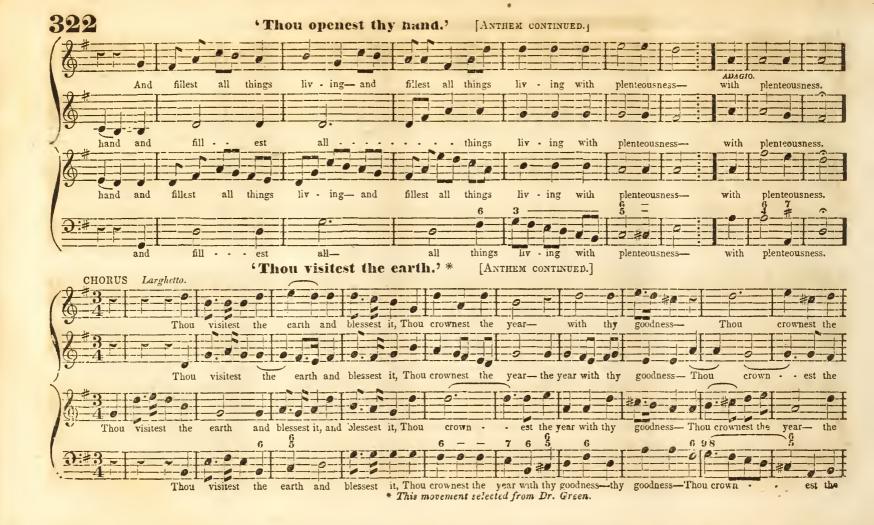




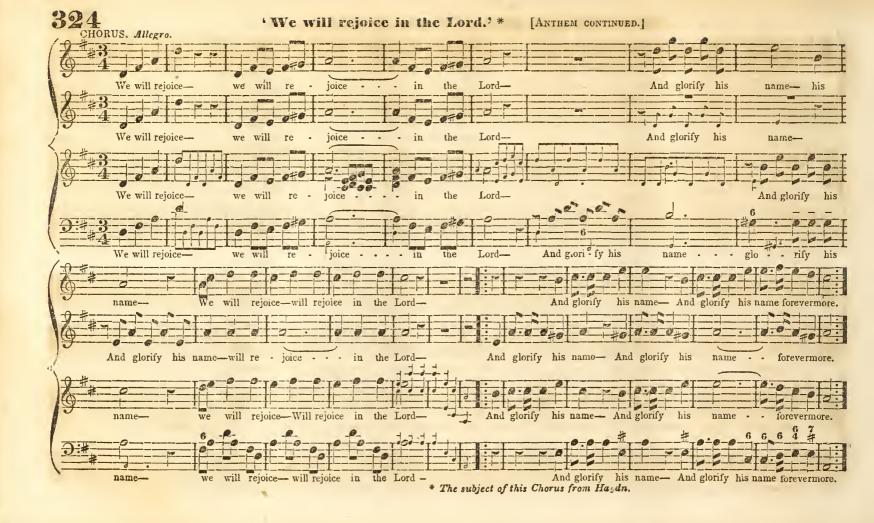




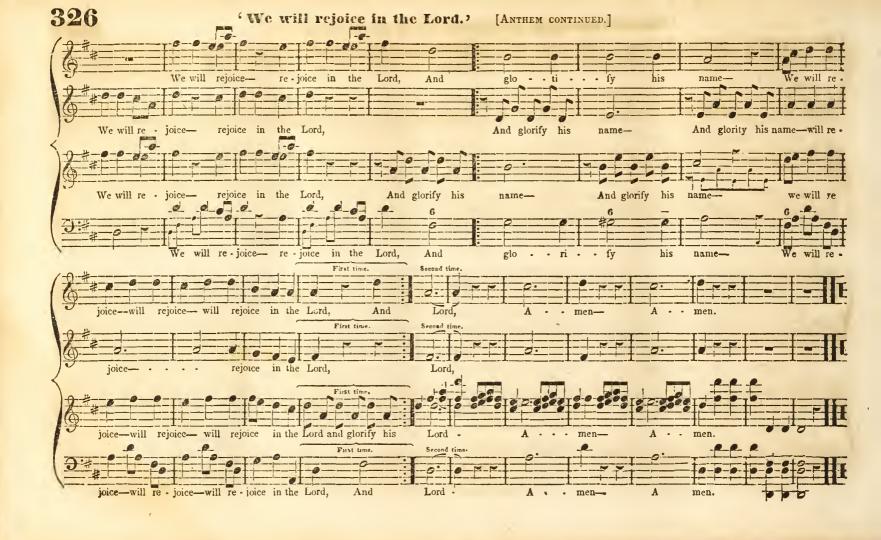






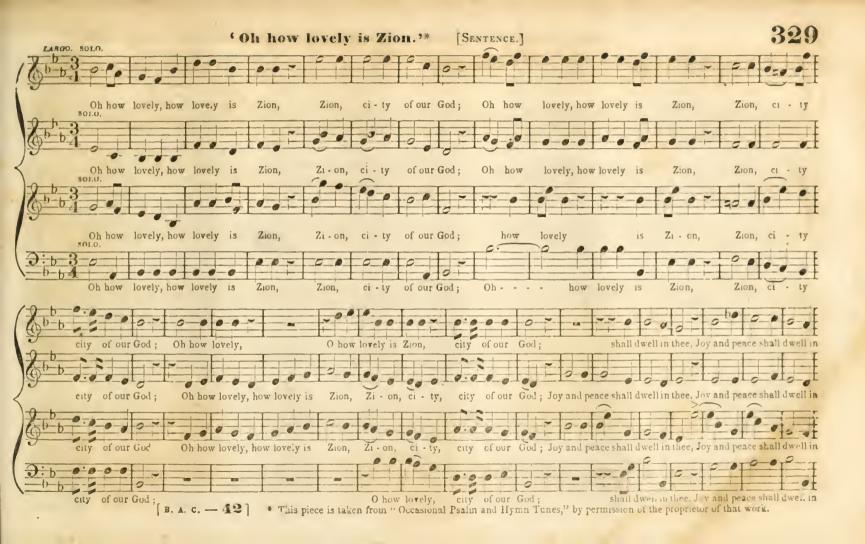


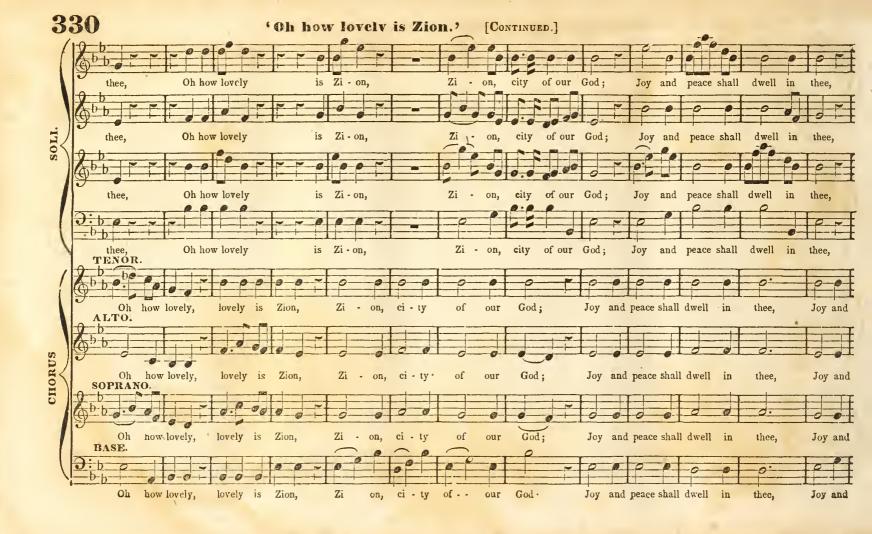










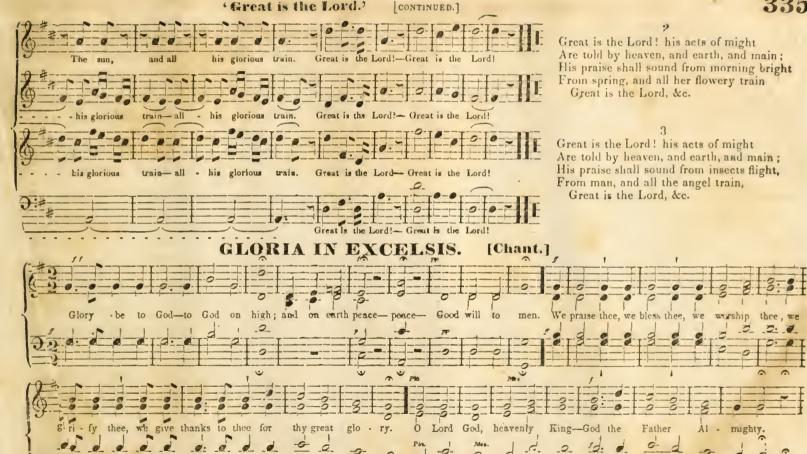


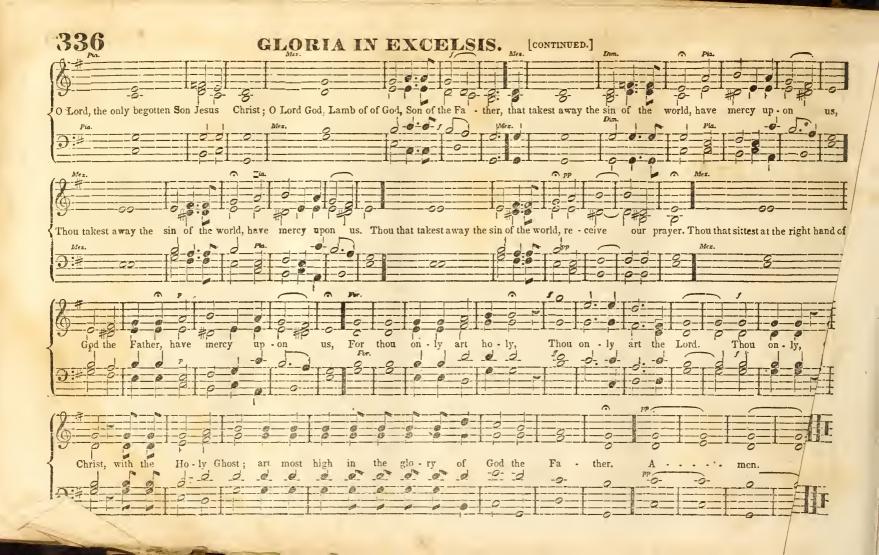






His praise shall sound from starry night - shall sound from star - ry night, The sun, and all - his glo - - - rious







Cry out and shout, O in . habitant of Zi . on, for great is the holy one of Israel-great is the boly one of Israel-great in the

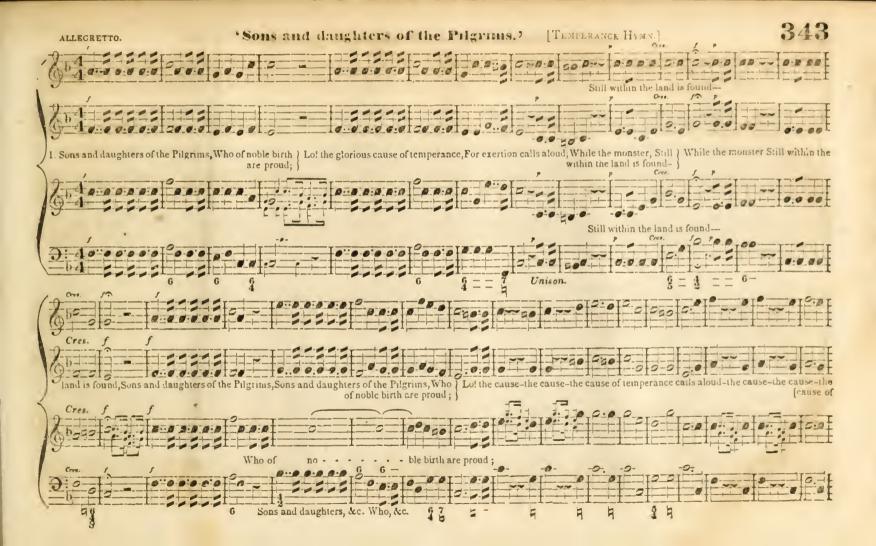


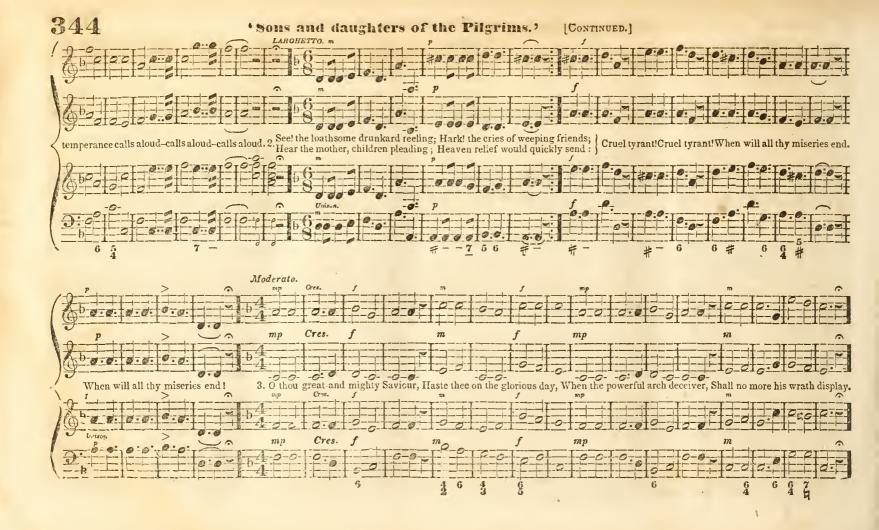


The voice of Jehovah makes known his abode, He thunders in glory and #00 beauty of holiness join to proclaim. In the beauty of holines join to proclaim. The voice of Jehovah makes known his abode. He thunders and

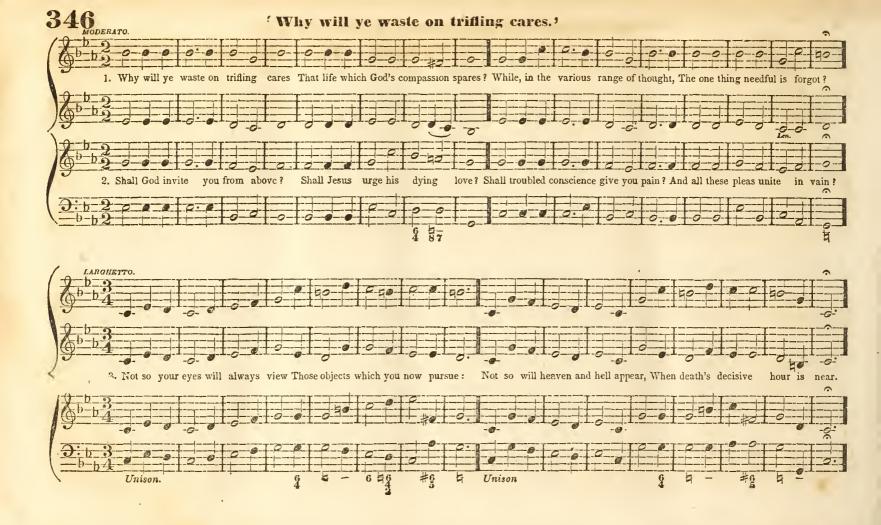


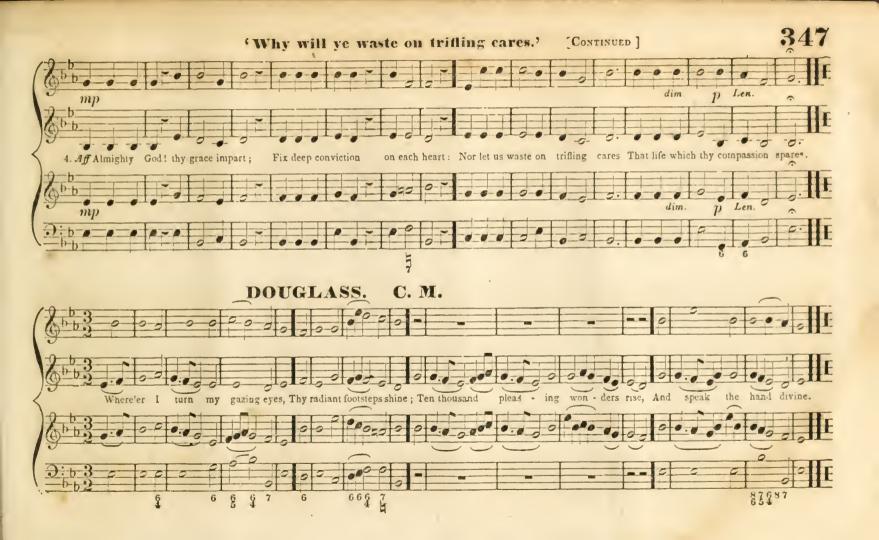


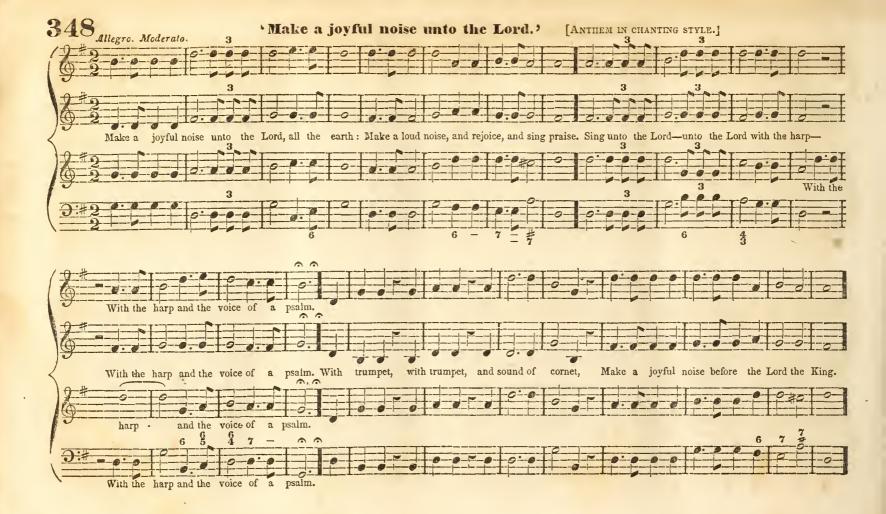






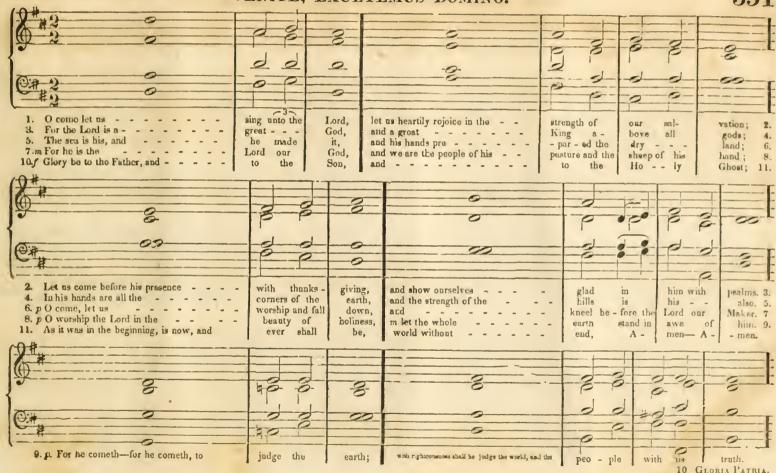








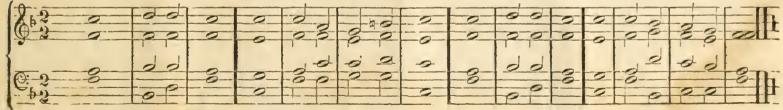


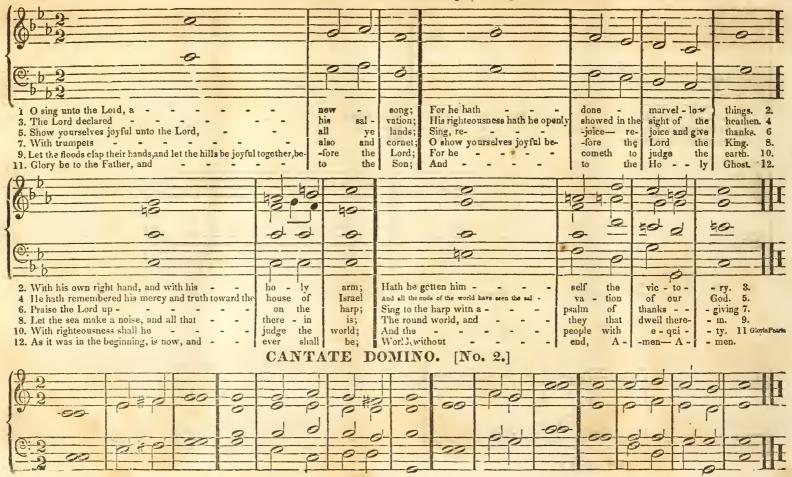




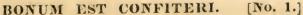


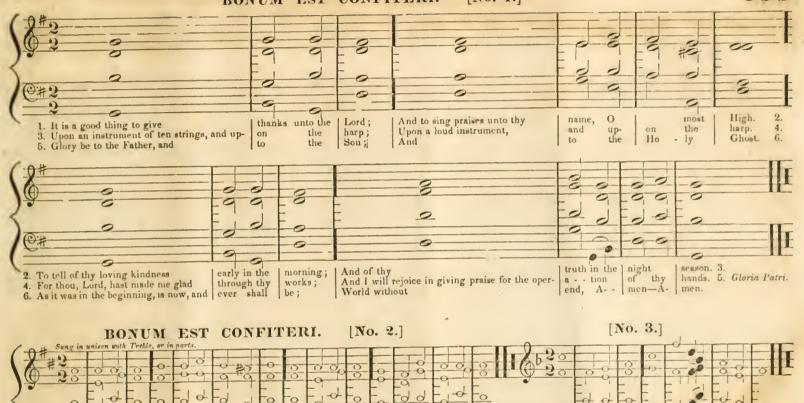
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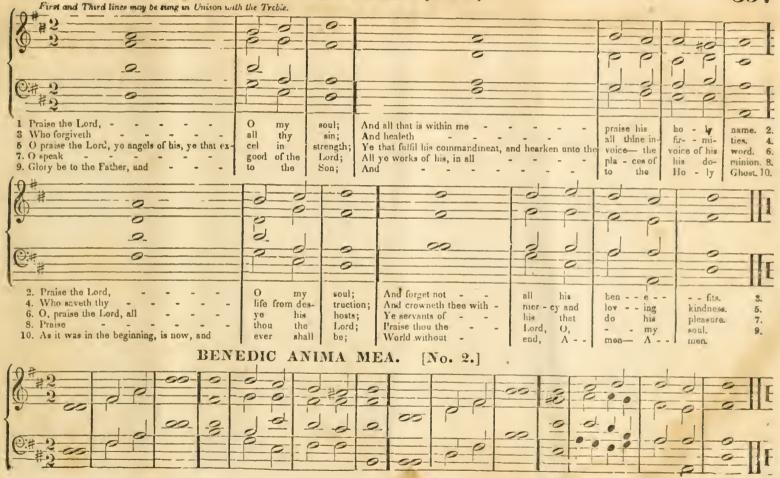












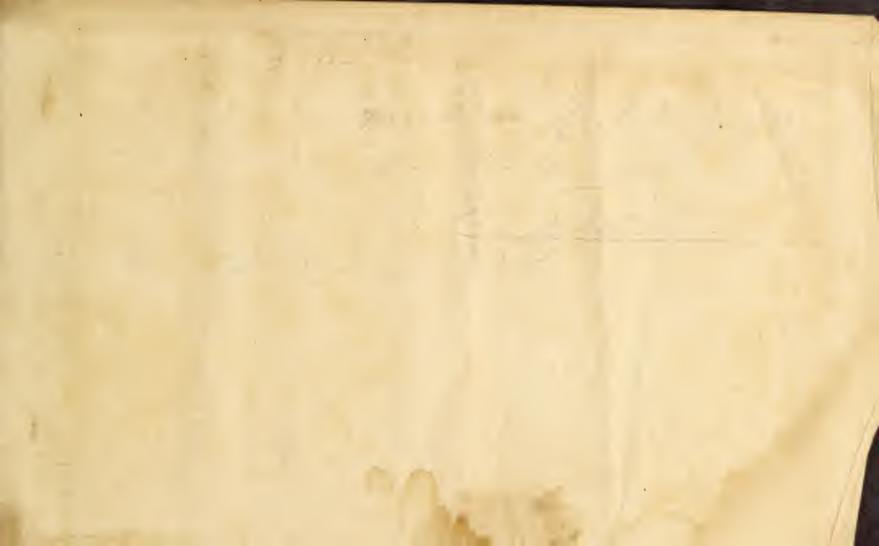
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